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ABSTRACT

The document consititutes Part 1 of the California State Plan for Vocational Education and provides the policies and procedures that will apply to the operation of the various phases of vocational education that qualify for financial support from the Vocational Education Amendments of 1968. It is based upon guidelines mandated by the U.S. Office of Education and is not intended to provide detailed directions for program operation or development. The plan covers the following areas of vocational education: General Administrative Organization, State Programs, Programs for the Disadvantaged, Research and Personnel Training, Exemplary Programs and Projects, Residential Schools, Consumer and Homemaking Education, Cooperative Programs, Work-Study Programs, and Regional Occupational Centers and Programs. Each of the 10 major sections is divided into numerous subsections under which information related to the administration of the program areas is presented. Appended material includes: a glossary, legal citations, and agreements and statements of understanding between certain educational agencies and institutions involved in implementing the plan. (Author/MS)

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# California State Plan for Vocational Education

## Part I – Administrative Provisions

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction
Sacramento, 1976

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# California State Plan for Vocational Education

## Part I – Administrative Provisions

For the period
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# Preface

The California State Plan for Vocational Education is an official agreement between the United States Commissioner of Education and the California State Board of Education. This document constitutes Part I of the California State Plan for Vocational Education, and it provides the policies and procedures that will apply to the operation of the various phases of vocational education that qualify for financial support from the Vocational Education Amendments of 1968 (Public Law 90-576).

Part I of the California State Plan for Vocational Education is based upon guidelines mandated by the U.S. Office of Education and is not intended to provide detailed directions for program operation or development. The State Department of Education and the Chancellor's Office, California Community Colleges, have other materials and assistance available that will meet the need for a more comprehensive treatment of program development and operational procedures.

The California State Plan for Vocational Education has been adopted and approved for the year ending June 30, 1976. The recommendations of the California Advisory Council on Vocational Education and Technical Training have been considered in the preparation of this state plan.

# General Notes

1. Programs or activities in vocational education shall be conducted without regard to the sex of the students enrolled in such programs or activities. No student shall be prohibited from participating or enrolling in a class, course, program, or activity on the basis of the sex of the student, subject to the requirements set forth in Education Code Section 8506 with respect to sex-education classes. Courses and classes of instruction, counseling, and vocational education information shall be designed to meet the interests, abilities, and verified competencies of each student without regard to sex of the student.

   Vocational education programs and activities should be planned and implemented with adequate representation of members of both sexes.

2. The U.S. Office of Education General Provisions Regulations (GPR) dated November 6, 1973, revoked a number of the Vocational Education Regulations by inclusion in the GPR. Therefore, the following sections are deleted from Part I of the California State Plan for Vocational Education:

   1.6 State Reports
   1.9 Construction Requirements
   2.0 Fiscal Control and Fund Accounting Procedures
   2.1 Custody of Federal Funds
   2.2 Expenditure of Federal Funds
   2.3 Allotment Availability
   2.4 Fiscal Records
   2.5 Audits

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# California State Plan for Vocational Education

## Part I—Administrative Provisions

The purpose of Part I of this state plan is to provide the policies, procedures, and other information necessary for the effective planning, administration, and operation of the federally aided vocational education programs throughout California in compliance with existing state and federal statutes and regulations.

Part I of this state plan includes the administrative provisions that will apply in the expenditure and use of federal funds made available to California under the provisions of the Vocational Education Amendments of 1968 (P.L. 90-576) and the Comprehensive Employment and Training Act of 1973 (P.L. 93-203) and in the concurrent use of state and local funds that are intended to match such federal funds. Part I constitutes the basis upon which the eligibility of California for federal funds is determined. Part I has been prepared in accordance with instructions from the U.S. Commissioner of Education.

### 1.0 General

The general administrative organization for federally aided vocational education in California and operational policies, procedures, and responsibilities are described in this section.

#### 1.1 State Board

The State Board of Education is the sole agency in California responsible for the administration of the California State Plan for Vocational Education and for the supervision of its administration in local educational agencies. Any reference in this plan to "the Board" or "the State Board" means the State Board of Education.

*1.11 Name and Designation of State Board.* The statutes of the state pertaining to public education are included in the Education Code of the State of California. Appropriate sections pertaining to the State Board are as follows:

> 101. There is in the State Government a State Board of Education, consisting of ten members, who are appointed by the Governor with the advice and consent of two-thirds of the Senate.
>
> 152. The Board shall adopt the rules and regulations not inconsistent with the laws of this state (a) for its own government, (b) for the government of its appointees and employees, (c) for the government of the day and evening elementary schools, the day and evening secondary schools, and the technical and vocational schools of the state . . . .
>
> 153. The Board shall study the educational conditions and needs of the State. It shall make plans for the improvement of the administration and efficiency of the public schools of the State.

*1.12 Executive Officer Designation.* The Superintendent of Public Instruction is the executive officer of the State Board as designated in the Education Code:

> 105. The Superintendent of Public Instruction shall be secretary and shall act as executive officer of the board. . . .
>
> 252. The Superintendent of Public Instruction shall execute, under direction of the State Board of Education, the policies which have been decided upon by the board and shall direct, under general rules and regulations adopted by the State Board of Education, the work of all appointees and employees of the board.
>
> 254. The Superintendent of Public Instruction shall prescribe regulations under which contracts, agreements or arrangements may be made with agencies of the federal government for funds, services, commodities, or equipment to be made available to schools of the public school system, except the California State University and Colleges.

*1.13 Authority of State Board.* The State Board is vested with all necessary power and authority to submit this state plan and to administer its provisions. Legal provisions for such authority in the Education Code are:

> 6254. The State Board of Education is designated as the state board to carry out the purposes and provisions of the acts of Congress, and is given all necessary power and authority to cooperate with the United States Commissioner of Education and the United States Office of Education in the administration of the provisions of the federal acts and of this article (commencing with Section 6251).

18601. Whenever by the provisions of any act of Congress the act is to be administered in the State by the Superintendent of Public Instruction, Director of Education, Department of Education, State Board of Education, or any one or more of such officers, or agencies, the officers and agencies designated in the act of Congress are authorized to administer the act in the State. Such officers or agencies are vested with all necessary power and authority to co-operate with the government of the United States, or any agency or agencies thereof in the administration of the act of Congress and rules and regulations lawfully adopted thereunder.

1.13-1 *Community Colleges.* Assisting the State Board in its general responsibilities for federally aided vocational education is the Board of Governors of the California Community Colleges, to which the State Board has delegated certain functions and responsibilities. Chapter 1.5 of the Education Code makes provisions for the Board of Governors of the California Community Colleges:

185. There is in the state government a Board of Governors of the California Community Colleges, consisting of 15 members, who are appointed by the Governor with the advice and consent of two-thirds of the Senate.

192. The chief executive officer shall employ and fix the compensation, in accordance with the law, of such assistants, clerical, and other employees as he may deem necessary for the effective conduct of the work of the board and the chief executive officer.

1.13-2 *Board of Governors.* Any reference in this state plan to the "Board of Governors" means the Board of Governors of the California Community Colleges.

1.13-3 *Joint Committee.* Through mutually adopted resolutions or agreements by the State Board and the Board of Governors, there exists on a continuing basis a "Joint Committee on Vocational Education" composed of three members of the State Board designated by the President of the State Board, three members of the Board of Governors designated by the Chairman of the Board of Governors, and the executive officers of each of the two boards, or their designees. The function of this joint committee is to coordinate the total statewide program of federally aided vocational education by advising the State Board with regard to policies, procedures, fund allocations, staffing responsibilities, planning, and program development.

1.13-4 *Delegation of Powers.* The delegation of powers, duties, responsibilities, and jurisdiction to the Board of Governors is determined by the State Board and the Board of Governors, with the State Board reserving for itself the following responsibilities:

(a) The general administration, planning, and coordination of the vocational education program in accordance with this state plan

(b) Final approval of requests for funding of federal vocational monies to be used in the community colleges

(c) Maintenance of a system of financial records for the purpose of providing complete and accurate data on expenditures of state and federal funds for vocational education

(d) Maintenance of a system of records containing statistical, financial, and descriptive data necessary for program evaluation and to provide information to the U.S. Office of Education

(e) Final approval of standards established in this state plan

1.13-5 *Coordination.* The State Director of Vocational Education will have general responsibility for the overall coordination of federally aided vocational education activities conducted under the provisions of this state plan that fall within the respective purviews of the State Board and the Board of Governors. The State Director of Vocational Education will be responsible for State Board staff services to the Joint Committee on Vocational Education.

*1.14 State Board Organization.* The administration and operation of vocational education is an integral part of the state system of public education at the elementary, secondary, community college, and adult education levels.

(a) *State Board Administration.* The State Board administers the public elementary, secondary, and adult schools in California and the continuation education programs conducted by them.

(b) *Board of Governors Administration.* The Board of Governors administers the public community colleges in California whose educational programs include two years of post-high school education, adult or continuing education classes, community education, and educational services.

(c) *Vocational Education.* Federally aided vocational education programs, classes, and activities as described in this state plan are administered by the State Board and the Board of Governors with the advice and recommendations of the Joint Committee on Vocational Education described in subsection 1.13-3 of this state plan.

(d) *Board Meetings.* The State Board and the Board of Governors hold regular meetings, which are open to the public. The agendas for these meetings, including the time and place for such meetings, are prepared and distributed by the executive officers of the State Board and the Board of Governors in advance of the meetings for the convenience of the public and of the representatives of professional interests.

(e) *State Department of Education.* The State Department of Education is designated as the staff of the State Board and is administered by its executive officer—the State Superintendent of Public Instruction and Director of Education. The organization of the Vocational Education Support Unit in the State Department of Education is indicated in Figure 1.

(f) *Board of Governors Organization.* The Board of Governors maintains an executive office, which is under the direction and administration of its executive officer, the Chancellor. The organization of the Occupational Education Section, which is supervised by an Assistant Chancellor, is indicated in Figure 2.

(g) *State Board Staff.* References to the "State Board staff" in this state plan are intended to include the vocational education staff members responsible to the State Board and the vocational education staff responsible to the Board of Governors.

The State Board and the Board of Governors will provide for a State Board staff that is sufficiently qualified by education and experience and in sufficient numbers to aid the State Board and the Board of Governors to plan, develop, administer, supervise, and evaluate vocational education programs, services, and activities under this state plan to the extent necessary to assure quality in all vocational education programs that are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained. Particular consideration will be given to staff qualifications for leadership in programs, services, and activities for disadvantaged persons, handicapped persons, depressed areas, research and training, exemplary programs and projects, consumer and homemaking, cooperative vocational education, curriculum development, and work-study.

The State Board staff is organized on the basis of prescribed functions as indicated in figures 1 and 2. The qualifications and general duties of such staff are outlined in sections 1.31-2 through 1.31-15. Supportive vocational guidance staff services are provided by the Chancellor's Office of the California Community Colleges and by the State Department of Education. The State Director of Vocational Education is a full-time position with no substantial duties outside the vocational education program.

Each of the four subject-matter bureaus and the CETA staff listed in Figure 1 are responsible for the vocational education programs and services that normally fall within such subject-matter designations. In addition, each performs programwide responsibilities in the areas of cooperative vocational education, curriculum development, work-study, vocational education for the disadvantaged, vocational education for the handicapped, vocational education in depressed areas, and development of special programs for persons of limited English-speaking ability, as well as the development of exemplary programs and services.

A group of personnel who perform such program services as fiscal management, research, development, and evaluation is also shown in Figure 1.

Also included in Figure 1 is the Comprehensive Employment and Training Act (CETA) Educational Services Unit. CETA provides financial assistance for needed vocational education services in areas served by prime sponsors.

The major purpose of the act (P.L. 93-203) is to provide the economically disadvantaged, the unemployed, and the underemployed job training and employment opportunities to enhance their self-sufficiency.

With the assistance of the CETA Educational Services staff, prime sponsors will develop nonfinancial agreements indicating an intent to utilize Section 112 funds. Financial agreements to provide supplemental vocational education assistance to CETA-eligible clients in precertified educational and training programs/services are developed between the State Board of Education and deliverers of services.

Regional offices are maintained in Los Angeles, Oakland, and Sacramento for representation of the subject-matter bureaus and the CETA Educational Services Unit.

Figure 2 indicates the assignment of personnel to specific areas of responsibility. In addition to the areas noted, the staff of the Board of Governors also perform program services in such areas as vocational guidance, work-study, cooperative vocational education, exemplary programs,

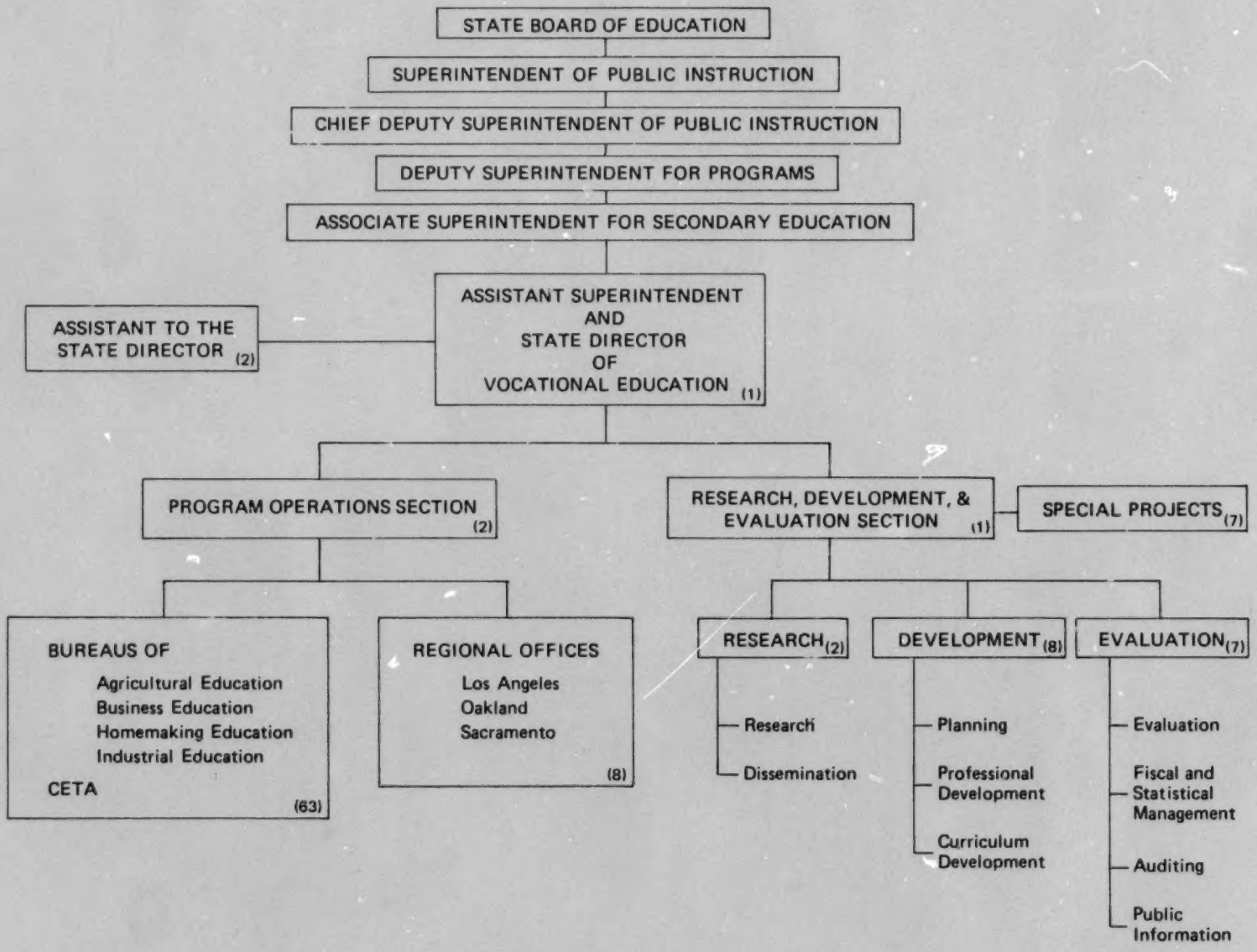


Fig. 1. Organization of the Vocational Education Support Unit, State Department of Education

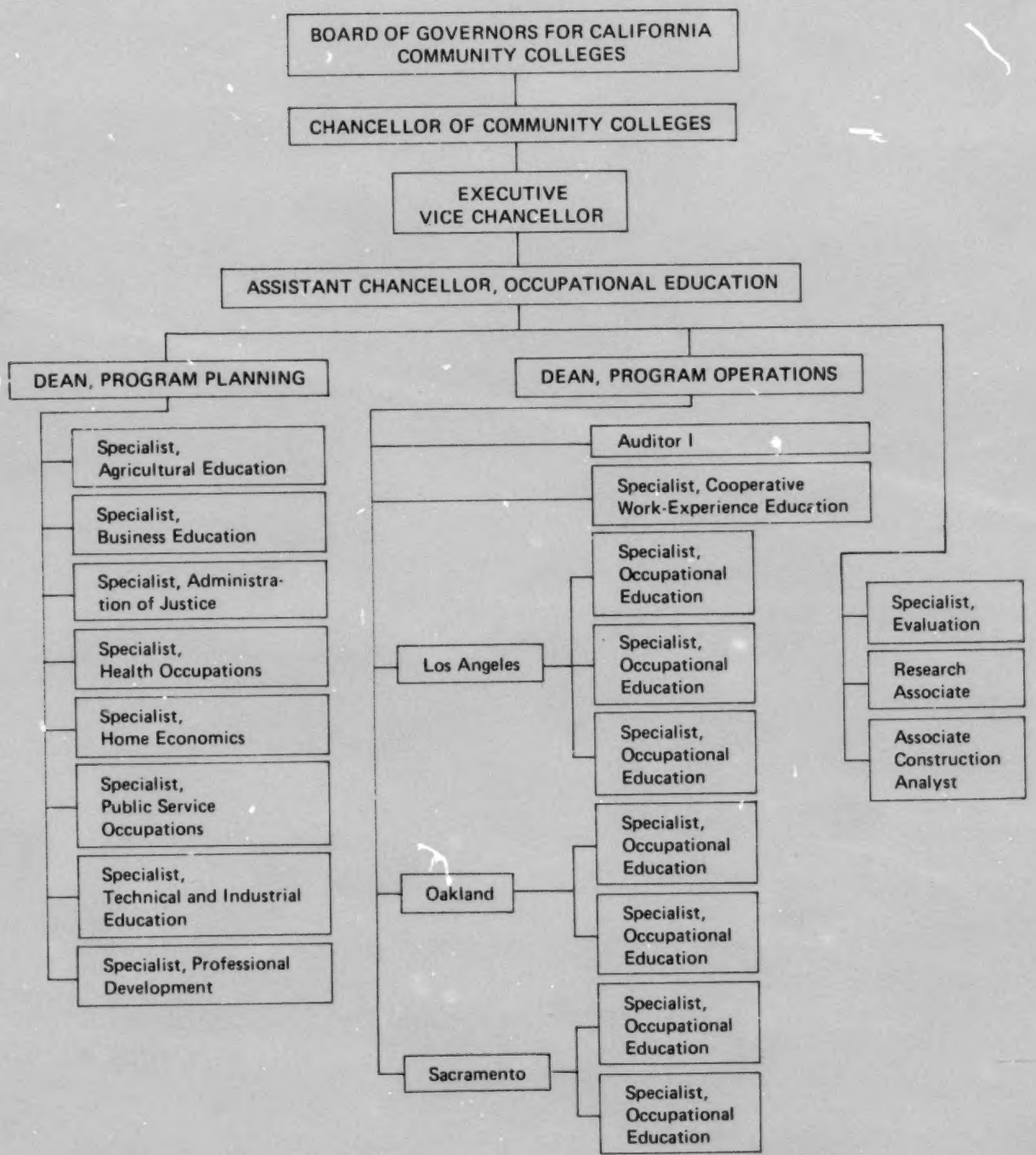


**Fig. 2. Organization of the Occupational Education Section, California Community Colleges**

vocational education for the handicapped, and curriculum development.

The staffs of the State Board and the Board of Governors cooperate in the provision of programwide services, share the specialized competencies of staff personnel, and jointly undertake programwide and specialized projects.

(h) *California Advisory Council on Vocational Education and Technical Training.* Any reference in this state plan to the "Advisory Council" means the California Advisory Council on Vocational Education and Technical Training.

(1) The California Advisory Council on Vocational Education and Technical Training will advise the State Board and the Board of Governors on the development of policy matters arising from the administration of this state plan and will evaluate vocational education and technical training programs, services, and activities conducted under the provisions of this state plan.

(2) The Executive Officer of the State Board of Education will be responsible for State Board staff services to the California Advisory Council on Vocational Education and Technical Training.

(3) The Executive Officer of the Board of Governors of the California Community Colleges will be responsible for staff services to the California Advisory Council on Vocational Education and Technical Training.

(i) *Area Vocational Planning Committees.* An Area Vocational Planning Committee is composed of members representative of a cross section of the general public within a vocational planning area. Each committee is responsible for developing short-term recommendations for the improvement of vocational education and for developing a master plan for vocational education in the vocational planning area. The master plan, providing for the maximum coordination of public and private educational agencies within the area, will give attention to specific planning needs as stated in Division 6, Chapter 6, Article 10.4 of the California Education Code.

1.14-1 *Administrative Responsibility for Professional Preparation and Personnel Development.* Within the Vocational Education Support Unit staff of the State Board of Education is a Coordinator for Professional Development with the assigned responsibility for the administration of professional development activities under the Education Professions Development Act and the coordination of all other professional development activities in vocational education. Specifically, the primary duties are:

(a) Coordinating statewide activities under Part F, Education Professions Development Act
(b) Providing coordination of all professional development activities for vocational personnel
(c) Chairing the Professional Development Staff Committee (see 1.14-3)
(d) Providing for the review of professional development proposals
(e) Recommending approval of subprojects for funding under the Education Professions Development Act, Part F, Section 553
(f) Providing assistance in the development of professional development proposals and projects
(g) Maintaining liaison with appropriate officials in the U.S. Office of Education in administration of the Education Professions Development Act grant
(h) Maintaining liaison with credentialing and licensing activities
(i) Assisting in monitoring and evaluating professional development programs
(j) Maintaining liaison with teacher education institutions

1.14-2 *Liaison.* A representative from the staff of the Board of Governors of the California Community Colleges is designated to provide liaison on those professional development activities involving community college personnel.

1.14-3 *Staff Committee for Professional Development.* There exists a Staff Committee for Professional Development which is a subcommittee of the Joint Staff Council for Vocational Education, chaired by a member of the Joint Staff Council. The committee meets periodically to assess professional development activities; recommend changes in professional development policies and procedures; and make recommendations concerning the funding of proposals for professional development projects.

**1.2 Public Hearings and Information**

It is a major responsibility of the State Board staff to keep the general public and the educational agencies or institutions adequately informed concerning the status and the progress of vocational education throughout California.

*1.21 Public Hearings.* All official meetings of the State Board of Education and the Board of Governors for Community Colleges are open to the

public. The time, place, and agenda for these meetings are announced in advance, thus providing opportunity for public information agencies, special-interest groups, and the general public to be adequately represented. California Government Code sections pertinent to public hearings are noted as follows:

> 11120. It is the public policy of this state that public agencies exist to aid in the conduct of the people's business and the proceedings of public agencies be conducted openly so that the public may be informed.
>
> 11423. At least 30 days prior to the adoption, amendment, or repeal of a regulation, notice of the proposed action shall be:
>
> (a) Published in such newspaper of general circulation, trade or industry publication, as the state agency shall prescribe.
>
> (b) Filed with the Rules Committee of each house of the Legislature.
>
> (c) Mailed to every person who has filed a request for notice thereof with the state agency.
>
> 11424. The notice of proposed adoption, amendment, or repeal of a regulation shall include:
>
> (a) A statement of the time, place, and nature of proceedings for adoption, amendment, or repeal of the regulation;
>
> . . . . . .
>
> (c) Either the express terms or an informative summary of the proposed action.
>
> 11425. On the date and at the time and place designated in the notice the state agency shall afford any interested person or his duly authorized representative, or both, the opportunity to present statements, arguments, or contentions in writing, with or without the opportunity to present the same orally. The state agency shall consider all relevant matter presented to it before adopting, amending, or repealing any regulation.

*1.22 Public Information.* All materials prepared by the State Board staff are provided in sufficient numbers to meet the interests and needs of local educational agencies, public information agencies, the State Library, collegiate institutions, professional organizations, and others as a matter of routine or upon reasonable requests. Approximately 5,000 copies of the state plan are available for distribution.

*1.23 Staff Activities.* A major responsibility of all staff members of the State Board and the Board of Governors is to communicate orally or in writing with all who seek information. Professional personnel throughout California will be supplied as a matter of routine with all pertinent materials and publications which are helpful or necessary for their proper implementation of this state plan and for their activities associated with vocational education. Included in distribution are, among others, county and school district trustees and superintendents, principals, presidents, deans, coordinators, teacher training institutions, and such other persons or agencies as the subject matter may suggest, or as requested.

**1.3 Minimum Qualifications and Duties of Personnel**

All professional personnel who are identified in this section and who are directly employed by the state shall be classified as state personnel. All other professional personnel at the county and school-district levels shall be classified as local personnel.

Persons regularly employed at the state level with partial or full financial support from federal vocational education funds are selected through competitive examinations conducted under the auspices and with the facilities of the State Personnel Board. These examinations are based on job descriptions prepared in cooperation with the State Director of Vocational Education, and where appropriate with the Chancellor's office, which descriptions include minimum requirements of education, training, practical experience, and other personal qualifications designed to assure proficiency in the various specialized areas of employment. The conditions of employment are those prescribed by the State Personnel Board and the state civil service system. The qualifications for personnel in this state plan will not be applied retroactively.

Persons regularly employed in county, school district, and other public educational agencies are subject to corresponding local personnel policies and procedures.

The duties and qualifications of professional personnel having responsibilities in connection with vocational education under this plan are as follows:

*1.31 State Administrative and Supervisory Personnel.* Staff members whose financial support is from federal and state funds allocated to the administration of this state plan shall devote primary attention to activities which directly contribute to the development, coordination, and administration of vocational programs and services which qualify or are intended to qualify under the provisions of this state plan.

1.31-1 *State Director of Vocational Education*

(a) *Duties.* The State Director of Vocational Education is assigned primarily to the administration and direction of the vocational education

program and may be assigned other administrative responsibilities by the State Board and the executive officer of the State Board. The specific responsibilities of the state director shall include the following:

(1) To be responsible to the executive officer for the administration, planning, and coordination of the vocational education program in accordance with this state plan and the state policies as approved by the State Board

(2) To recommend, through the executive officer, approval of payments from vocational education funds

(3) To be responsible for financial budgets and other fiscal matters pertaining to vocational education

(4) To be responsible for the auditing of State Board vocational education accounts

(5) To be responsible for the expenditure of all state and federal funds for vocational education

(6) To be responsible for the maintenance of a system of financial records for the purpose of providing complete and accurate data on expenditures of state and federal funds for the administration of vocational education

(7) To be responsible for the maintenance of a system of records containing statistical, financial, and descriptive data necessary to provide information to the U.S. Office of Education

(8) To coordinate the work of the State Board staff

(9) To recommend all appointments of qualified candidates for positions on the vocational education staff of the Department of Education

(10) To prepare, with the assistance of the State Board staff, bulletins, reports, and other materials necessary for the conduct and improvement of the services of vocational education

(11) With the cooperation of the State Board staff, to assist educational authorities and representatives of agriculture, business, home economics, industry, labor, government, and any other group with matters pertaining to vocational education

(12) To coordinate teacher training in the appropriate areas of vocational education in cooperation with the State Board staff

(13) To initiate and coordinate studies and investigations that are designed to improve the vocational education program

(14) To be responsible for the compilation and preparation of all official reports on vocational education in the state

(15) To visit a sufficient number of vocational education classes to be conversant with the various phases of the vocational education program in the state

(16) To assist in preparing and securing such legislation as may be essential for an adequate program of vocational education

(17) To keep the public informed through the proper channels of the progress and opportunities in vocational education

(18) To keep the State Board informed of the progress of the work in vocational education in California

(19) To work cooperatively with the California Advisory Council on Vocational Education

(20) To work cooperatively with all education personnel in providing vocational education services in support of career education

(21) To be responsible for coordinating the implementation and administration of area planning statutes

(b) *Qualifications.* The minimum qualifications for the state director are as follows:

(1) *Professional.* Shall hold a valid California general or secondary administration or school supervision credential issued under the authority of the State Board or the Board of Governors; and also possess a valid California credential authorizing full-time teaching in one of the vocational areas

(2) *Experience.* Five years of successful administrative experience in vocational education, a minimum of three years of successful teaching experience in vocational education, and at least two years of work experience in an occupation qualifying under this state plan

1.31-2 *Duties of the Supporting Professional State Board Staff*

(a) *Promotion*

(1) To determine the need for vocational training and to promote the establishment of needed vocational education programs throughout California

(2) To confer with local boards of education and their staffs on specific programs of vocational education and to explain to them the operation of this state plan

(3) To cooperate with the U.S. Office of Education and its representatives in promoting the interests of vocational education in California

(4) To cooperate with the other representatives of the State Department of Education and/or the Chancellor's Office, California Community Colleges

(5) To aid in recruiting suitable persons to take teacher training courses

(6) To promote statewide and sectional activities that have definite vocational education value

(7) To prepare occasional bulletins that give information about the progress of vocational education for publication by the State Board and/or the Board of Governors, and to disseminate these bulletins among the citizens of California

(8) To cooperate with other agencies that aid in the further development of the vocational education program

(9) To give information to the public through radio, television, newspapers, publications, and other media concerning vocational education

(10) To keep the State Board and/or the Board of Governors informed concerning the progress of the program of vocational education

(11) To provide for and participate in research and studies in vocational education and to interpret findings

(12) To assist in the promotion, development, maintenance, and expansion of recognized vocational education youth leadership programs and associations related to the major vocational subject-matter fields

(b) *Fiscal*

(1) To prepare report forms for the use of students, teachers, and administrators

(2) To prepare annually a program of work and a budget for the operation of the vocational education program

(3) To consummate with local educational agencies agreements covering the financial aspects of vocational education programs

(4) To recommend approval or disapproval of applications by local educational agencies and to recommend funding from the vocational education fund

(5) To prepare financial, statistical, descriptive, and other reports for the U.S. Office of Education, the State Board, the Board of Governors, and other legally qualified groups or individuals

(c) *Instruction*

(1) To be responsible for the training of vocational teachers under the provisions of this state plan

(2) To recommend standards for vocational education programs

(3) To provide assistance to schools or classes having or working toward vocational objectives after adequate provisions have been made for the supervision of the federally aided vocational education program

(4) To provide for the development and distribution of instructional materials in vocational education for teachers, supervisors, and administrators

(5) To aid educational agencies operating, or desiring to operate, programs under this state plan in securing properly qualified teachers, and to aid the State Board and the Board of Governors in determining the qualifications of persons seeking certification

(6) To recommend requirements for credentials in vocational education

(d) *Evaluation*

(1) To conduct in the state vocational education evaluation activities which will yield the necessary information to ensure effective vocational educational experiences for students

(2) To assist educational agencies in using program and management evaluation and planning methods which will yield the information needed for vocational education planning and justification

(3) To assist educational agencies in describing and promoting the findings of periodic evaluations utilizing diverse available media

(4) To assist the state's educational agencies in directing staff resources to meet actual needs of the local educational agencies

(e) *Vocational Guidance and Counseling*

(1) To give leadership to the development of effective vocational guidance and counseling services at the state, regional, and intermediate levels, and particularly the local level

(2) To secure, assist in developing, and distribute accurate and up-to-date occupational information; to encourage appropriate agencies to provide accurate, up-to-date, and comprehensive local occupational information; and to identify for these agencies the kinds of occupational information needed by students

(3) To initiate, with local personnel, programs for improvement and evaluation of vocational counseling and guidance activities
(4) To demonstrate effective vocational guidance and counseling procedures through pilot programs
(5) To evaluate the results of vocational guidance and counseling programs conducted under the provisions of this state plan
(6) To serve in a liaison capacity and promote coordination among the various federal acts and resulting state plans that provide for or encourage vocational guidance and counseling
(7) To conduct such other supervisory and consultative vocational guidance and counseling activities as may be necessary to develop effective programs and ensure compliance with the provisions of this state plan
(8) To provide liaison services with the State Employment Development Department and other appropriate agencies
(9) To provide leadership in developing and implementing programs of inservice education for vocational guidance and counseling personnel

(f) *Other*
(1) To attend national, regional, or state conferences on vocational education
(2) To plan, direct, and appraise the activities of the staff members in vocational education
(3) To review applications and make recommendations concerning positions on the State Board staff
(4) To perform such other duties as may be necessary to maintain an adequate program of vocational education
(5) To work cooperatively with teacher education institutions
(6) To work cooperatively with, assist, and advise vocational education youth groups
(7) To work cooperatively with all education personnel in providing vocational education services in support of career education

1.31-3 *Qualifications of the Supporting Professional Staff in the Vocational Education Support Unit*

(a) The minimum qualifications of the *Assistant Director of Vocational Education* shall be as follows:
(1) *Professional.* Shall hold a valid California general or secondary administrative or supervision credential issued under the authority of the State Board or the Board of Governors and also possess a valid California credential authorizing full-time teaching in one of the vocational areas
(2) *Experience.* Five years of successful administrative experience in vocational education, a minimum of three years of successful teaching experience in vocational education, and at least two years of work experience in an occupation qualifying under this state plan

(b) The minimum qualifications of other *Program Specialists* shall include adequate professional training and experience commensurate with the assigned responsibility of the professional position in the Vocational Education Support Unit.

(c) The minimum qualifications of the *Regional Coordinator, Vocational Education,* shall be as follows:
(1) *Professional.* One year of experience on the State Board Staff, comparable in level of responsibility to that of a Regional Supervisor
(2) *Experience.* Four years of successful administrative or supervisory experience in vocational education, a minimum of three years of successful teaching experience in vocational education, and at least two years of work experience in an occupation qualifying under this state plan

(d) The minimum qualifications for *Specialist, Vocational Education for the Handicapped,* shall be as follows:
(1) *Professional.* Shall hold a valid California standard administration or supervision credential; or a standard designated services credential with specialization in pupil personnel services; or a restricted credential in an area of special education; or a credential of equivalent authorization issued under authority of the State Board or the Board of Governors.
(2) *Experience.* One year of experience as an administrator or supervisor of a special education program for the educationally handicapped, mentally retarded, or physically handicapped; or three years of teaching experience in a special program for the educationally handicapped, mentally retarded, or physically handicapped; or three years of pupil personnel service experience. This experience must have included substantial work with the educationally handicapped, mentally retarded, or physically handicapped.

(e) The minimum qualifications of *Specialist, Vocational Education for the Disadvantaged,* shall be as follows:

(1) *Professional.* Shall hold a valid California elementary or secondary teaching credential; or a school psychologist credential; or a standard pupil personnel services credential; or a credential of equivalent authorization issued under authority of the State Board or Board of Governors

(2) *Experience.* Three years of experience as a supervisor or teacher with substantial experience in special education programs intended to meet the needs of socioeconomically and educationally disadvantaged students

(f) The minimum qualifications of *Specialist, Vocational Education Evaluation,* shall be as follows:

(1) *Professional.* Shall hold a valid California standard teaching credential with specialization in elementary, secondary, or junior college teaching; or a credential or life diploma of equivalent authorization issued under the authority of the State Board or Board of Governors

(2) *Experience.* Three years of experience in one or a combination of the following: as a research worker or a supervisor who has had independent responsibility for planning and directing a complete study or project in the field of education research and evaluation, psychological testing and measuring, or a closely related area; or as a teacher or educational administrator including or supplemented by two years of experience as supervisor with prime responsibility for evaluation

(g) The minimum qualifications for *Research Writer* shall be as follows:

(1) *Professional.* Equivalent to graduation from a four-year college. Additional qualifying experience may be substituted for the required education on a year-for-year basis.

(2) *Experience.* Three years of full-time paid experience in feature writing of articles for newspapers, magazines, trade journals, or for radio broadcast, or in the writing of technical reports or digests of technical research studies

(h) The minimum qualifications for *Coordinator of Research* are as follows:

(1) Shall have a minimum of four years of professional experience in the field of education, including or supplemented by two years of experience as a research worker

(2) Shall have demonstrated appropriate competencies in administration and supervision

(i) The minimum qualifications for *Research Consultant* are:

(1) Shall have a minimum of four years of professional experience in the field of education, including or supplemented by two years of experience as a research writer

(2) *Exceptions.* Persons conducting research under contracts or grants from the State Board on a temporary basis may be approved by the State Director of Vocational Education because of their particular experience and/or training

(j) The minimum qualifications for *Consultant in Work Experience Education* are:

(1) *Professional.* Shall hold a valid California credential authorizing the teaching of a vocational subject

(2) *Experience.* Three years of teaching experience, which must have included at least two years in coordinating a work experience education program or a work-study program, and two years of occupational experience in a field other than education

(k) Minimum qualifications for *Consultants in Vocational Guidance and Counseling* shall be as follows:

(1) Possession of a baccalaureate or higher degree and shall be properly certified to perform vocational guidance and counseling services in California

(2) Completion of three years of full-time vocational teaching and/or vocational guidance and counseling

(3) A minimum of two years of work experience

(4) Any departure from this provision shall require other evidence of competency as it relates to the assignment

(l) Minimum qualifications of supporting staff in *Comprehensive Employment and Training Act Services* programs shall be as follows:

(1) *Program Supervisor*

a) *Professional.* Possession of a valid standard secondary teaching credential or equivalent credential or life diploma issued under authority of the State Board

b) *Experience.* One year of experience in the California state service performing vocational education duties of a class with a salary range not less than that of an

Assistant Bureau Chief or Coordinator in Vocational Education; or two years of such experience performing the duties of a class with a salary range not less than that of a Supervisor or Specialist; or four years of administrative, supervisory, coordinative, or equivalent-level experience in vocational education, including or supplemented by three years of teaching experience in appropriate vocational subjects.

(2) *Supervisor*

a) *Professional.* Possession of a valid standard secondary teaching credential or equivalent credential or life diploma issued under authority of the State Board

b) *Experience.* One year of experience in the California state service performing vocational education duties of a class with a salary range not less than that of an Assistant Supervisor in Vocational Education; or three years of teaching experience in appropriate vocational subjects, including or supplemented by two years of administrative, supervisory, coordinative, or equivalent-level experience

(3) *Assistant Supervisor*

a) *Professional.* Possession of a valid standard secondary teaching credential or equivalent credential or life diploma issued under authority of the State Board

b) *Experience.* Three years of teaching, administrative, supervisory, coordinative, or equivalent-level experience in appropriate vocational subjects

(4) *Accounting Technician*

a) *Professional.* Completion of at least nine semester hours of a professional accounting curriculum. Additional experience in keeping or reviewing accounting or fiscal records may be substituted for the required education on the basis of one year of experience for six semester hours of accounting training. Completion of a professional accounting curriculum comprising at least 16 semester hours in accounting, given by a recognized residence or correspondence school, may be substituted for the required education and experience.

b) *Experience.* Two years of experience in keeping or reviewing accounting or fiscal records or three years of general clerical experience

(5) *Property Clerk II*

a) *Education.* Education equivalent to completion of the twelfth grade (additional qualifying experience may be substituted for the required education on a year-for-year basis)

b) *Experience.* One year of experience in the California state service performing the duties of Property Clerk I; or two years of experience inventorying and maintaining property and equipment control records in the California state service; or three years of experience inventorying and maintaining control records for a wide variety of property and equipment or expendable storekeeping items

(6) *Property Clerk I*

a) *Education.* Education equivalent to completion of the twelfth grade (additional qualifying experience may be substituted for the required education on a year-for-year basis)

b) *Experience.* One year of experience inventorying and maintaining property and equipment control records in the California state service; or two years of experience inventorying and maintaining control records for a wide variety of property and equipment or expendable storekeeping items

(m) *Teacher Education Personnel.* Teacher educators of vocational instructional and supervisory personnel may be employed by the state, local educational agencies, and private universities.

(1) *Duties*

a) To assist school districts in the selection and placement of teachers, including interviewing, testing, and evaluating occupational and educational experience in terms of meeting credential requirements of this state plan for vocational education

b) To develop and conduct subject-matter competency tests for testing teacher applicants

c) To counsel with and advise prospective and employed teachers

d) To offer classes meeting requirements for vocational credentials and this state plan for vocational education

e) To determine teacher education needs through studies and surveys

f) To plan and offer short-unit itinerant teacher education classes

g) To conduct inservice teacher education conferences and workshops

h) To develop instructional materials for teacher education classes

i) To develop instructional materials for use by teachers

j) To conduct or coordinate research projects in vocational education

(2) *Requirements of Teacher Educators of Full-Time Teachers.* Persons serving as teacher educators of full-time teachers shall meet the following minimum requirements:

a) Possess a baccalaureate or higher degree

b) Meet the qualifications for a full-time vocational teacher at the high school and community college level in the vocational subject-matter area in which the person is serving as a teacher educator

c) Have completed three years of full-time teaching experience in the vocational subject-matter area in which the person is serving as a teacher educator

d) Meet the qualifications of the institution or educational agency by which employed

(3) *Requirements of Teacher Educators of Part-Time Teachers.* Persons serving as teacher educators of part-time teachers or instructors of technical or professional classes may be approved by the State Board staff because of their particular experience and training and shall meet the qualifications of the institution or educational agency by which employed

(n) The minimum qualifications of *Vocational Education Interns* shall be as follows:

(1) *Professional.* Shall possess a baccalaureate or higher degree and a valid California credential authorizing the teaching of a vocational subject. (The intern may be employed on the basis of partial fulfillment of possession of a valid California credential authorizing the teaching of a vocational subject.)

(2) *Experience.* Two years of teaching a vocational subject

1.31-4 *Agricultural Education Supporting Professional Staff*

(a) The minimum qualifications of the *Chief, Bureau of Agricultural Education,* shall be as follows:

(1) *Professional and Technical Preparation.* Possession of a valid California general or standard secondary credential and additional credential or authorization to teach vocational agriculture, or equivalent credentials issued under authority of the State Board and evidence of additional preparation in the areas of supervision and administration.

(2) *Experience.* Four years of experience as a teacher of vocational agriculture, three years of which must have included administrative and supervisory duties. (Experience with the Bureau of Agricultural Education or as a teacher trainer in agricultural education in a college or university approved for vocational agricultural teacher training may be substituted for a maximum of two years of the required experience on a year-for-year basis.)

(b) The minimum qualifications of the *Assistant Chief, Bureau of Agricultural Education,* and *Regional Supervisors* shall be as follows:

(1) *Professional and Technical Preparation.* Same as for the chief of the bureau.

(2) *Experience.* Three years of experience as a teacher of vocational agriculture, two of which must have included administrative and supervisory duties. (Experience with the Bureau of Agricultural Education or as a teacher trainer in agricultural education in a college or university approved for vocational agricultural teacher training may be substituted for a maximum of two years of the required experience on a year-for-year basis.)

(c) The minimum qualifications of *Special Supervisors, Bureau of Agricultural Education,* shall be as follows:

(1) *Professional.* Possession of a valid California teaching credential, issued by the State Board, which authorizes teaching of agricultural subjects.

(2) *Experience.* Three years of experience as a teacher of vocational agriculture in a school district

1.31-5 *Business Education Supporting Professional Staff*

(a) The minimum qualifications of the *Chief, Bureau of Business Education* shall be as follows:

(1) *Professional.* A valid California supervision or administration credential, a major or equivalent in business subjects, and a valid California credential authorizing the full-time teaching of vocational business subjects

(2) *Experience.* A minimum of three years of successful occupational experience in the distributive and/or office occupations. A minimum of five years teaching experience includ-

ing experience in distributive and/or office education

(b) The minimum qualifications for *Assistant Chief* and *Regional Supervisors* shall be the same as those for the chief of the bureau.

(c) The minimum qualifications of other supporting professional staff shall be the same as those of the chief of the bureau.

1.31-6 *Home Economics Education Supporting Professional Staff*

(a) The minimum qualifications of the *Chief, Bureau of Homemaking Education*, shall be as follows:

(1) *Professional.* Possession of a valid California teaching credential issued by the State Board or Board of Governors authorizing the teaching of home economics. Preparation must include at least 30 semester hours of postgraduate courses, which shall include preparation in the areas of administration and supervision.

(2) *Experience.* Four years of experience in an administrative or supervisory capacity in vocational homemaking education in a school district. Experience as a member of the Bureau of Homemaking Education or as a teacher educator in homemaking education in a recognized college or university may be substituted for a maximum of two years of the required experience on a year-for-year basis.

(b) The minimum qualifications of the *Assistant Chief, Bureau of Homemaking Education*, shall be as follows:

(1) *Professional.* Same as for the chief of the bureau

(2) *Experience.* Three years of experience in an administrative or supervisory capacity in homemaking education in a school district. Experience as a member of the Bureau of Homemaking Education or as a teacher educator in home economics in a recognized college or university may be substituted for a maximum of two years of the required experience on a year-for-year basis.

(c) The minimum qualifications for *Regional Supervisors* shall be as follows:

(1) *Professional.* Same as for the chief of the bureau

(2) *Experience.* Two years of experience in an administrative or supervisory capacity in a vocational homemaking education program in a school district

(d) The minimum qualifications for *Special Supervisor* shall be the same as those of the regional supervisors.

(e) The minimum qualifications of other supporting professional staff shall include adequate professional preparation and experience commensurate with the assigned responsibility of the professional position.

1.31-7 *Industrial Education Supporting Professional Staff*

(a) The minimum qualifications of the *Chief, Bureau of Industrial Education*, shall be as follows:

(1) *Professional.* Qualified and properly certificated to administer, supervise, and teach on a full-time basis in one or more of the major program areas defined as a part of industrial education

(2) *Experience.* Four years of full-time administrative or supervisory experience, plus three years of full-time teaching experience in one or more of the major program areas defined as a part of industrial education at the state, county, or district level

(b) Minimum qualifications of the *Assistant Chief, Bureau of Industrial Education*, shall be:

(1) *Professional.* Same as for the chief of the bureau

(2) *Experience.* Three years of full-time administrative or supervisory experience, plus three years of full-time teaching experience in one or more of the major program areas defined as a part of industrial education at the state, county, or district level

(c) The minimum qualifications of *Supervisors in Industrial Education* shall be:

(1) *Professional.* Same as for the chief of the bureau

(2) *Experience.* Three years of full-time teaching experience in one or more of the major program areas defined as a part of industrial education at the state, county, or district level

(d) The minimum qualifications of *Assistant Supervisors in Industrial Education* shall be:

(1) *Professional.* Same as for the chief of the bureau

(2) *Experience.* Work experience appropriate and related to that part of industrial education requiring state-regional level supervision

1.31-8 *Vocational-Technical Education, Community Colleges Supporting Professional Staff*

(a) Minimum qualifications of the *Assistant Chancellor, Occupational Education, California Community Colleges, C.E.A.*, shall be:

(1) *Professional.* Possession of an earned bachelor's degree granted by an accredited institution of higher education

(2) *Experience.*

*Either*

One year of experience in the California state service performing higher education administration duties of a class at a salary range not less than that of an administrator in the California Community Colleges or two years of such experience in a class with a salary range not less than that of a specialist in the California Community Colleges;

*Or*

Five years of administrative, supervisory, or equivalent-level experience with responsibilities for academic or vocational programs, fiscal matters, or administrative matters, including or supplemented by three years of experience in higher education, preferably in a community college

(b) The minimum qualifications of the *Dean, Program Operations*, and the *Dean, Program Planning*, shall be:

(1) *Professional.* Same as for the assistant chancellor

(2) *Experience.* General experience in broad vocational instructional programs, preferably including or supplemented by curriculum development, and:

*Either*

One year of experience in the California state service performing higher education administration duties of a class at a salary range not less than that of a specialist in the California Community Colleges;

*Or*

Four years of administrative, supervisory, coordinative, or equivalent-level experience in the appropriate field of specialization as indicated for specialist . . . including or supplemented by two years of experience in higher education, preferably in a community college

(c) The minimum qualifications of *Specialists in Vocational Education* (eight classes: Agricultural, Business or Distributive Education, Criminal Justice, General Vocational Education, Health Occupations, Homemaking, Trade or Technical, and Public Service) shall be:

(1) *Professional.* Same as that for the administrator

(2) *Experience.*

*Either*

One year of experience in the California State service performing higher education analytical duties of a class at a salary range not less than that of Research Associate in Higher Education

*Or*

Three years of teaching experience, two years of which shall have been in teaching the appropriate vocational subjects indicated above, including or supplemented by one year of experience in an administrative, supervisory, coordinative, or equivalent-level capacity in the field of education. This experience must be supplemented by two years of working experience as a wage earner in the appropriate vocational field;

*And*

The experience applied must include or be supplemented by one year of experience in higher education, preferably in a community college.

1.31-9 The minimum qualifications of the *Chief, Program Operation Unit*, shall be as follows:

(a) *Professional.* Shall hold a valid standard administration or supervision credential, or a credential or diploma of equivalent authorization issued under authority of the California State Board of Education

(b) *Experience.* One year of experience in the California state service performing vocational education duties of a class with a salary range not less than that of a bureau chief in Vocational Education; or two years of such experience performing the duties of a class with a salary range not less than that of an assistant chief; or five years of increasingly responsible administrative, supervisory, or high-level coordinator experience in vocational education, including or supplemented by three years of experience teaching vocational subjects. (Experience as a teacher trainer in vocational subjects in a college or university may be substituted for a maximum of two years of the required experience on a year-for-year basis.)

1.31-10 The minimum qualifications of *Chief, Program Planning Unit*, and *Chief, Program Services Unit*, shall be as follows:

(a) *Professional.* Shall hold a valid standard secondary teaching credential and an additional

credential or authorization to teach vocational subjects or equivalent credentials or life diplomas issued under authority of the California State Board of Education

(b) *Experience.* One year of experience in the California state service performing vocational education duties of a class with a salary range not less than that of an assistant bureau chief or coordinator in vocational education; or two years of such experience performing the duties of a class with a salary range not less than that of a supervisor or specialist; or four years of administrative, supervisory, coordinative, or equivalent-level experience in vocational education including or supplemented by three years of teaching vocational subjects. (Experience as a teacher trainer in vocational subjects in a college or university may be substituted for a maximum of two years of the required experience on a year-for-year basis.)

1.31-11 The minimum qualifications of an *Education Project Specialist I* shall be as follows:

(a) *Professional.* Equivalent to graduation from college

(b) *Experience.* Two years of responsible administrative, supervisory, or equivalent-level staff experience involving duties and reponsibilities which would develop a comprehensive knowledge of and the possession of competence in a field of specialization appropriate to the applicable education project. (This experience must have developed skill in the pertinent field of specialization to the extent that there is reasonable expectation of success in this class. Possession of an earned doctoral degree in a field of specialization applicable to the specific education project may be substituted for one year of the required experience.)

1.31-12 The minimum qualifications of an *Education Project Specialist II* shall be as follows:

(a) *Professional.* Equivalent to graduation from college

(b) *Experience.* Three years of responsible administrative, supervisory, or staff experience involving duties and responsibilities which would develop a comprehensive knowledge of and the possession of competence in a field of specialization appropriate to the applicable education project. (This experience must have developed skills in the pertinent field of specialization to the extent that there is reasonable expectation of success in this class. Possession of an earned doctoral degree in a field of specialization applicable to the specific education project may be substituted for one year of the required experience.)

1.31-13 The minimum qualifications of an *Education Project Specialist III* shall be as follows:

(a) *Professional.* Equivalent to graduation from college

(b) *Experience.* Four years of responsible administrative, supervisory, or staff experience involving duties and responsibilities which would develop a comprehensive knowledge of and the possession of competence in the field of specialization appropriate to the applicable education project. (This experience must have developed skill in the pertinent field of specialization to the extent that there is reasonable expectation of success in this class. Possession of an earned doctoral degree in a field of specialization applicable to the specific education project may be substituted for one year of the required experience.)

1.31-14 *State Coordinator of Area Vocational Planning.* The duties and qualifications of the state coordinator of area vocational planning shall be as follows:

(a) *Duties.* The duties of the state coordinator of area vocational planning shall be as follows:

(1) Plan, develop, and provide statewide coordination for the implementation of the area vocational planning program

(2) Assist in establishing and organizing area vocational planning committees

(3) Review and evaluate area vocational planning committee master plans

(4) Analyze and negotiate area vocational planning committee staff budgets

(5) Meet with area vocational planning committees and with administrators and representatives of the high school districts, community college districts, and private postsecondary proprietary schools to establish program relationships for the area vocational planning committees

(6) Analyze and make recommendations concerning proposed legislation related to the area vocational planning program

(7) Do other work as required or assigned

(b) *Qualifications.* The minimum qualifications for the state coordinator of area vocational planning shall be as follows:

(1) *Professional.* Shall hold a valid California supervisory or administrative credential and a

credential authorizing the teaching of a vocational subject

(2) *Experience.* Three years of experience as a teacher in vocational education, including or supplemented by two years of administrative, supervisory, coordinative, or equivalent-level experience in vocational education and two years of occupational experience in a field other than education

1.31-15 Minimum qualifications of supporting staff assigned to departmental administration or special vocational education projects shall be as follows:

1. *Governmental Analyst*
*Professional.* Education equivalent to graduation from college. Additional qualifying experience may be substituted for the required education on a year-for-year basis.
*Experience.* One year of professional experience in a position beyond the training level involving the preparation, justification, and analysis for the control and administration of a budget or a budgetary program. Graduate study equivalent to 12 semester units in courses primarily offered only to graduate students in economics, political science, business administration, or public administration may be substituted for six months of the required experience. Experience in the California state service applied toward this requirement must be in a class and salary level at least equivalent to junior staff analyst.

*1.32 Local Administrative and Supervisory Personnel.* Such personnel are employed by offices of county superintendents of schools and school districts and are responsible to their superintendents for the administration, supervision, and coordination of the total vocational education program for the office of the county superintendent of schools or school district; includes special personnel with similar responsibilities in a particular subject-matter area or a closely related area of vocational education. Such personnel may be locally designated as coordinators, deans, supervisors, directors, or consultants or by other titles. In this state plan they are collectively referred to as local directors of vocational education or as subject-matter supervisors.

1.32-1 *Local directors of vocational education* at the school and/or school district level have the following responsibilities:

(a) Direct, coordinate, and participate in long-range planning of the total vocational education program within the school district
(b) Represent the school district superintendent in matters relating to vocational education
(c) Assist in the development, coordination, and evaluation of vocational education, vocational guidance, and work experience education
(d) Assist in the development of inservice education programs for teachers, counselors, and other vocational personnel
(e) Assist in the preparation of financial, statistical, descriptive, and other reports pertaining to vocational education
(f) Assist in promoting and publicizing the total program of vocational education
(g) Work cooperatively with the Employment Development Department and other agencies, both public and private, in the interpretation of manpower needs and other data
(h) Attend federal, state, regional, and other conferences and meetings concerned with vocational education
(i) Maintain their proficiency in occupational and educational theory and practice through attendance at inservice education programs, research and study, and/or participation in coordinated work experience activities
(j) Assist in the promotion, development, maintenance, and expansion of recognized vocational-education coeducational youth leadership programs and associations

1.32-2 *Local directors of vocational education* at the county level have the following responsibilities:
(a) Assist in the long-range planning and coordination of vocational education within a county and direct such programs that are conducted by the office of the county superintendent of schools
(b) Represent the county in matters relating to vocational education
(c) Develop, coordinate, and evaluate vocational education, vocational guidance, and work experience education
(d) Develop inservice education programs for teachers, counselors, and other vocational personnel
(e) Prepare financial, statistical, descriptive, and other reports pertaining to vocational education
(f) Promote and publicize the total program of vocational education
(g) Work cooperatively with the Employment Development Department and other agencies,

both public and private, in the interpretation of manpower needs and other data
(h) Attend federal, state, regional, and other conferences and meetings concerned with vocational education
(i) Maintain their proficiency in occupational and educational theory and practice through attendance at inservice education programs, research and study, and/or participation in coordinated work experience activities
(j) Serve in the promotion of cooperation among school districts in the development and implementation of vocational education programs
(k) Consult with school district administrators and vocational education personnel regarding the needs of their district for vocational education programs as determined by research and surveys
(l) Assist in the promotion, coordination, development, maintenance, and expansion of recognized vocational-education coeducational youth leadership programs and associations

1.32-3 *Qualifications of Local Directors.* The minimum qualifications for local directors of vocational education are:
(a) *Professional.* Shall hold a valid California supervision or administration credential and a credential authorizing the teaching of a vocational subject
(b) *Occupational Proficiency.* Shall have at least two years of successful work experience in an occupation pertinent to this state plan
(c) *Teaching Experience.* Shall have at least two years' teaching experience as a part of a vocational education program.
(d) *Internship.* A local director of vocational education may be employed on the basis of partial fulfillment of the requirements in item (a) through an organized and approved internship program

1.32-4 *Subject-Matter Supervisor.* The responsibilities of the subject-matter supervisor shall be as follows:
(a) Responsible for supervision, program development, reporting, and evaluation of the specific field of vocational education
(b) Develops long-range plans for the improvement of the field of vocational education being supervised
(c) Assists teachers in the development of curricula in the special field
(d) Assists in the development of educational materials for all ability levels of vocational education students
(e) Assists in the formation of, and consults regularly with, local advisory committees
(f) Promotes, publicizes, and represents the field of vocational education being supervised
(g) Cooperates in planning inservice education programs
(h) Prepares annual statistical, descriptive, and evaluative reports
(i) Works cooperatively with the Employment Development Department in determining present and future manpower needs in the field supervised, as per agreement (see Appendix)
(j) Attends federal, state, regional, and other conferences on vocational education that are sponsored by the State Board staff
(k) Maintains proficiency in occupational and educational theory and practice through inservice education programs or participation in coordinated work experience activities
(l) Assists teachers in the promotion, development, maintenance, and expansion of recognized vocational-education youth leadership programs and associations related to their subject-matter areas

1.32-5 *Qualifications of Subject-Matter Supervisors.* Minimum qualifications for subject-matter supervisors shall be as follows:
(a) *Professional.* Shall hold a valid California credential authorizing the service to be performed
(b) *Experience.* At least two years of experience teaching in the vocational area to be coordinated

1.32-6 *Vocational Guidance Counselor.* The responsibilities of the local vocational guidance counselor shall be as follows:
(a) Serves as the vocational guidance specialist to counseling staff, teachers, and administrators
(b) Initiates career information programs for parents and students and develops career orientation for students
(c) Consults and serves as liaison with counselors, teachers, and administrators concerning enrollment of students in vocational education programs
(d) Assembles and develops career and occupational information and materials for use by counselors, teachers, students, and parents
(e) Initiates vocational guidance research and evaluation activities, including follow-through,

placement, and follow-up studies to determine effectiveness of vocational programs
(f) Initiates, develops, and maintains articulation services for presecondary, secondary, postsecondary, and adult schools to promote relevant course selections
(g) Develops and maintains contacts with the business, professional, and industrial community, as well as with labor organizations and other agencies which may contribute to the vocational guidance programs
(h) Participates actively in curriculum planning and development
(i) Assists in developing work experience education programs
(j) Develops and maintains liaison with the Employment Development Department vocational guidance services
(k) Informs students, parents, and instructors of opportunities available through participation in recognized vocational youth leadership programs

1.32-7 *Qualifications of Vocational Guidance Counselor.* Minimum qualifications for the vocational guidance counselor shall be as follows:
(a) *Professional.* Shall be properly certified to perform vocational counseling and guidance services in California
(b) *Experience.* Two years of work experience in areas other than education

1.32-8 *General Responsibilities of Teachers.* The general responsibilities of teachers in vocational education shall be as follows:
(a) To provide vocational instruction that is realistic in terms of current and future job specifications
(b) To provide related instruction with field, shop, laboratory, cooperative work, or other occupational experience that is appropriate to the vocational objectives of the student
(c) To utilize a variety of teaching methods which will promote the attainment of desirable goals by each student
(d) To arrange sufficient contact with the work community so that the vocational competency of the teachers will be maintained
(e) To participate in the development of instructional materials
(f) To participate in curriculum development for the specific training assignment and for the total program of the schools
(g) To participate in studies of the needs of youth in the school community
(h) To seek the assistance of resource persons who are informed about and responsible for the instruction of students with various mental, physical, educational, and other handicaps
(i) To assist in placement of students
(j) To cooperate with local vocational counseling and guidance personnel
(k) To provide leadership development and training opportunities and recognition to their students through programs sponsored by the California State Department of Education, Vocational Education Support Unit

1.32-9 *General Personnel Qualifications.* Teachers of vocational education, including teachers of consumer and homemaking education, shall have the following minimum qualifications:
(a) *Professional.* Shall hold a valid California teaching credential authorizing the teaching of the vocational subject assigned
(1) *Special Qualifications in Agricultural Education, Excluding Community Colleges.* In addition to the general state plan requirements, teachers in agriculture shall have completed professional preparation, including student teaching in agriculture, under the direction of an institution accredited for agricultural teacher education according to the agreement outlined in this state plan, excepting teachers of designated subjects and adult programs, shall have a baccalaureate degree in agriculture from an accredited institution, and shall have completed course work in plant science, animal science, agricultural mechanics and engineering, farm management, and agricultural economics.
(2) *Special Qualifications for Teachers in Technical, Trades and Industry, and Health Occupations, Excluding Community Colleges.* In addition to the general state plan requirements, full-time teachers in technical, trades and industry, and health occupations shall have successfully completed an appropriate written or manipulative examination, or both (although possession of a federal or state license authorizing service in the technical, trades and industry, or health occupations shall be accepted in lieu thereof); and shall have completed 12 units of coursework in instructional processes and evaluation, directed teaching, and principles, practices, and evaluation of vocational education, except for those who have completed a master's degree with a major or minor in the

vocational subject assigned and have had equivalent professional teacher preparation courses.

Completion of a program of professional teacher preparation and an examination for subject-matter competency shall be in an institution accredited for trade and technical teacher education under agreement as outlined in this state plan. The person teaching the vocational subject assigned shall meet one of the following standards or its equivalent:

a) *Full-time Teaching*

1) An engineering degree or registration as a professional engineer in California and appropriate occupational experience; or

2) A baccalaureate degree with appropriate occupational experience consonant with the major field of the degree; or

3) An associate degree or 60 semester hours of coursework from an approved institution and appropriate work experience as a qualified worker in addition to recognized preparation for the occupation; or

4) A high school diploma or equivalent and six years of appropriate work experience as a qualified worker in addition to recognized preparation for the occupation to be taught

b) *Part-time Teaching*

Either 1), 2), 3), or 4) above; or five years of appropriate occupational experience in the occupation to be taught.

Part-time instructors in trade and industrial, technical, and health education shall have 60 hours of professional teacher preparation designed to help them to instruct the kinds of students enrolled in part-time classes and continuation classes or to function as supporting instructors in a full-time program under the direction of a full-time teacher.

(b) *Occupational Proficiency.* Shall have occupational proficiency in the vocational subject assigned commensurate with the grade or difficulty level of instruction. Evidence of occupational proficiency will be based upon at least two years of recent work experience, calculated either consecutively or cumulatively, which is directly related to the occupation to be taught or upon evidence of equivalent proficiency.*

(c) *Industrial Arts Education Teachers.* Industrial Arts Education teachers must have work experience that is outside the field of education and directly related to the subject-matter areas to be taught as determined by the local educational agency.

1.32-10 *Teacher Aides*

(a) *Duties.* To assist teachers in classroom activities; to assist in the development of instructional materials; to perform such tasks as record keeping, conducting inventories, marking tests, typing, and collating; and to serve in a liaison capacity for home, school, and community

(b) *Qualifications.* Recommendation of local administrator, related occupational experience, or participation in an inservice program

1.32-11 *Work Experience Education Coordinator.* The responsibilities of the work experience education coordinator shall be as follows:

(a) Conducting the program in accordance with Division 6, Chapter 6, Article 5.5, sections 5985–5992 of the Education Code

(b) Operating the program according to the provisions of Division 10, Article 5, or, for the community colleges, Part VI, Division 6, Chapter 3, sections 55250–55257, California Administrative Code, Title 5, Education

(c) Developing and maintaining liaison with governmental agencies

(d) Consulting with guidance personnel to assist students with their career choices

(e) Developing and maintaining work stations

(f) Assessing student performance on the job

(g) Consulting with teachers to coordinate school instruction with occupational activities

(h) Establishing additional work stations to provide for the next year's enrollments

(i) Evaluating the effectiveness of the program

(j) Consulting with students enrolled in the program

1.32-12 *Qualifications of a Work Experience Education Coordinator.* The minimum qualifications of the work experience education coordinator shall be as follows:

(a) A valid California credential authorizing the services to be performed

(b) Two years of successful work experience in an occupation qualifying under this state plan, or other evidence of equivalent proficiency

*Section 1.32-9(b) does not apply to teachers of Consumer and Homemaking Education and Industrial Arts Education.

1.32-13 *Area Vocational Planning Committee Coordinator.* The responsibilities of the area vocational planning committee coordinators shall be as follows:

(a) Provides coordination services and activities between the area vocational planning committee and the county offices of education, high school districts, community college districts, ROP/ROC programs, private school agencies, the Department of Education, the Chancellor's Office California Community Colleges, and the Employment Development Department

(b) Carries out the intent of Education Code Section 6268 and serves as the executive secretary to the area vocational planning committee

(c) Provides leadership to the area vocational planning committees in developing the area master plan for vocational education

1.32-14 *Qualifications of an Area Vocational Planning Committee Coordinator.* The minimum qualifications of the area vocational planning committee coordinator shall be as follows:

(a) *Professional.* Shall hold a valid California supervisory or administrative credential and a credential authorizing the teaching of a vocational subject

(b) *Occupational Proficiency.* Shall have a minimum of two years of successful work experience in an occupation pertinent to this state plan

(c) *Experience.* Shall have a minimum of two years teaching experience in a vocational subject, including or supplemented by two years of administrative, supervisory, coordinative, or equivalent-level experience in vocational education

**1.4 Professional Personnel Preparation and Development**

*1.41 Policies and Procedures for Personnel Preparation and Development.* It is essential to the maintenance of effective programs of vocational education that professional personnel associated with such programs be adequately prepared and qualified for service. The State Board staff, in cooperation with accredited teacher-education institutions, local educational agencies, professional and other organizations, and business and industry, will provide opportunities for the professional development and improvement of vocational education personnel.

Vocational education under this state plan will include professional development programs, both preservice and inservice, that are adequate to provide a sufficient supply of qualified teachers, supervisors, and other necessary vocational education personnel. Insofar as possible and appropriate, the actual conduct of such programs will be performed by cooperatively developed written agreements with accredited teacher education institutions, offices of county superintendents of schools, and school districts. In those instances when such agreements are not possible or appropriate, programs are conducted by staff, teacher education institutions, offices of county superintendents of schools, and/or school districts.

1.41-1 *Preservice Training.* The State Board of Education and the Board of Governors are responsible for the maintenance of adequate programs of vocational teacher preparation in all occupational fields and the consumer and homemaking education field. Such preparation shall be provided to persons who meet the qualifications to prepare themselves as teachers, supervisors, directors, counselors, or administrators. Such training may be either professional or technical in nature. Trainees will be prepared to work with students at the secondary, postsecondary, and adult levels and with those persons having special needs in schools or classes under public supervision and control.

Cooperative agreements for preservice programs entered into with approved teacher education institutions shall be reviewed and approved by the State Department of Finance and the State Director of Vocational Education. Cooperative agreements of this type will be written, will be general in nature, and will include, among other things, a listing of teacher educator qualifications and duties, provision for physical arrangements, provision for research and studies, and provision for secretarial and other technical assistance. Revision and/or renewal of such cooperative agreements will follow the same procedures as for initial cooperative agreements. Annual evaluations will be made by the State Board staff to determine if standards prescribed by this state plan and performance obligations contained in the cooperative agreements are being met.

1.41-2 *Inservice Training.* The State Board of Education and the Board of Governors, through their respective staffs, are responsible for the maintenance of adequate inservice training programs for vocational personnel. Inservice training in subject-matter competencies is the responsibility of program managers and their staff members. Staff members charged with inservice professional development responsibilities within the various units of the State Board staff, with the coordina-

tion of the Coordinator of Professional Development, examine the needs of vocational education personnel and develop priorities for inservice professional development programs not otherwise provided for by subject-matter bureaus. This priority determination is made in consultation with the Staff Committee (see Section 1.14-1) and the Advisory Committee for Professional Development (see Section 1.44). Top priority programs will be conducted within the limits of funds available from all sources including Part F, Education Professions Development Act. The staff will plan and conduct some programs, and others will be conducted under written agreement with public educational institutions or private firms.

Inservice programs will be designed to increase occupational and consumer and homemaking education competence as well as professional competence. The participation of business and industry will be encouraged in those programs designed to improve the occupational competence of personnel, with such personnel receiving actual experience in business and industry whenever this is appropriate and feasible. Accredited teacher education institutions will be encouraged to develop and offer regular and short-term sessions designed for the development of vocational education personnel.

Evaluation of the inservice programs will be provided for and conducted by the State Board staff. Evaluations will determine if the standards prescribed by this state plan and performance obligations contained in the cooperative agreements are being met.

1.41-3 *Other.* Special emphasis will be given to the recruitment and training of ethnic-minority personnel for positions in vocational education. Attention and emphasis will be given to the development of training programs for paraprofessional and other nonprofessional personnel, as career ladders are developed and extended.

*1.42 Review and Modification of Personnel Qualification Standards.* All professional personnel in vocational education at the state and local levels must be properly certificated by the California Commission on Teacher Preparation and Licensing or the Board of Governors, whichever is appropriate. Such certification is prescribed by law and carried out under the provisions of Part I, Division 7, Chapter 1, Subchapter 18, articles 1–9, sections 6000–6097, and in Part VI, Division 3, sections 52000–54027, California Administrative Code, Title 5, Education.

1.42-1 *Review and Modification as Necessary.* It is the policy of the Board of Education and the Board of Governors to review and modify or make recommendations for modification of certification requirements whenever, in their judgment, the recommendations of their professional staffs indicate additions or modifications that are necessary or desirable. A member of the State Board staff is an ex officio member of the California Commission on Teacher Preparation and Licensing. The Coordinator of Professional Development is designated to provide further liaison with the commission on those matters peculiar and specific to the certification of vocational personnel.

1.42-2 *Annual Review.* The State Board staff, in cooperation with teacher training personnel and local educational agencies, is responsible for evaluating annually the requirements for the certification of vocational education personnel and the content and/or methods of teacher education in order to ensure an adequate supply of qualified personnel commensurate with changing needs in vocational education.

1.42-3 *State Personnel.* Recruitment and selection of candidates for the State Board staff is the responsibility of the State Personnel Board, following the rules and regulations of the state civil service system. The State Personnel Board will classify all vocational education staff positions and salaries as determined by the State Personnel Board, the State Department of Finance, and the Legislature.

Competitive examinations are prepared and administered by the State Personnel Board for the purpose of establishing lists of eligible candidates for all authorized positions in the vocational education staff.

1.42-4 *School District Personnel.* The administration and vocational education personnel in local educational agencies are responsible for inservice education and improvement. The policy of the State Board of Education and the Board of Governors is to cooperate with and assist local educational agencies in complying with the qualifications and standards for certification of vocational education personnel adopted by these boards. The State Director of Vocational Education, through the respective executive officers of the two boards, may make recommendations for modifications in the qualifications and standards for certification which will assure an adequate

supply of certificated personnel commensurate with changing needs in vocational education.

*1.43 Determination of Personnel Preparation and Development Priorities.* State Board staff will continuously update priorities for personnel preparation and development activities through analysis of data gathered from the following inputs:

(a) Evaluations of preservice and inservice programs
(b) Review and analysis of local district annual and long-range plans
(c) Fiscal data collected by the California Management Information System
(d) Recommendations from the Staff Committee for Professional Development
(e) Recommendations from the Statewide Advisory Committee for Professional Development
(f) Recommendations from the California Advisory Council on Vocational Education

Each subject-matter bureau will establish priorities in that particular subject area, and staff members charged with inservice duties will set priorities in those areas not provided for by the subject-matter bureaus under the coordination of the Coordinator of Professional Development in conjunction with the Staff Committee.

*1.44 Advisory Committee.* The staff will periodically assess the need for an ad hoc advisory committee for professional development. Such a committee, when created, will have widespread representation from school district personnel, both public and private, from all levels, as well as business and industry representation.

*1.45 Procedures for Obtaining and Approving Projects and Activities.* Information concerning the Education Professions Development Act and the procedure for submitting proposals for funding will be made available on a statewide basis. Such information is updated periodically. Prospectuses submitted are reviewed by appropriate regional vocational education personnel. Comments are sent back to the initiating agency, and the agency then decides whether or not to submit a full proposal.

1.45-1 *Solicitation of Projects.* Specific solicitation of proposals may occur when the various data inputs to the system indicate a need for a specific type of program not being met by any of the projects in operation or under consideration. Solicited proposals are reviewed in the same manner as other proposals to ensure their quality.

1.45-2 *Process for Proposal Review and Approval.* Proposals for Education Professions Development Act funded projects are reviewed by the Staff Committee for Professional Development. Recommendations for approval-disapproval and a priority listing of the approvable proposals are made to the Joint Staff Council for Vocational Education. The Joint Staff Council then makes recommendations which are forwarded to the regional office of USOE for review and final approval by the Commissioner.

*1.46 Supplementary Funds.* Education Professions Development Act (Title II, Part F) funds made available under this section for any fiscal year will be so used as to supplement and, to the extent practicable, increase the level of funds that would, in the absence of such federal funds, be made available for purposes which meet the requirements of Section 553, subsection (b), and in no case supplant such funds.

*1.47 Coordination with Other Education Professions Development Act Programs.* It is State Board policy that coordination be carried out by members of its staff who have responsibilities for the administration of various parts of the Education Professions Development Act. This coordination is accomplished by direct liaison between the Coordinator of Professional Development for Vocational Education and the Chief, Bureau of Professional Development, Compensatory Education.

**1.5 Evaluation**

Local agencies will maintain planning documents and records for both state and local evaluation purposes as prescribed by the State Board staff.

*1.51 Objectives of Evaluation.* The purpose of evaluation as it is applied to educational management and instructional programs is to furnish information for the improvement of vocational education services for students. Such improvements require information for both state and local managers and policy makers.*

*1.52 Local Agency Review.* The State Board staff, with the cooperation of local agencies, will maintain a system of vocational education program and management review based on a 10 percent minimum annual sample of educational agencies involved in furnishing vocational education services.

1.52-1 Agencies will be designated for annual review by random selection and geographical loca-

*See sections 8.21(b) and 8.22-4 for evaluation of consumer and homemaking education programs.

tion to ensure that all areas of the state are represented.

1.52-2 Reviews will embrace planning and management practices as well as instructional programs and services for students.

1.52-3 Reviews will result in written reports of commendations and recommendations for improvement made by qualified individuals which include persons from outside the agency being reviewed. Copies of each review report will be retained by the State Board staff as a source of information about the state program of vocational education. Review reports will be analyzed periodically, and a summary of the composite results will be made available for general use.

*1.53 State Plan Standards.* The evaluative process will serve as a source of information about the effectiveness and validity of state plan standards, including those listed in Sections 3.4, 3.5, and 8.2. The local agency sample review will be supplemented by an annual statewide survey of all local educational agencies benefiting from Public Law 90-576. The annual survey will address selected standards and practices related to standards, and an annual analysis of survey results will be made available to the State Board staff.

*1.54 Local and County Participation in Evaluation.* Local and county agencies of vocational education will assist in defining the criteria to be used in evaluating vocational education programs and management and will participate in the local agency review process.

*1.55 Special Evaluation Studies.* The State Board staff will evaluate projects funded by special-purpose grants as the needs of management dictate. Such evaluations will utilize techniques appropriate to the individual projects and will be designed to reveal the relevancy of the projects as well as how effectively objectives have been achieved.

*[1.56, 1.6 deleted in 1975-76 edition]*

**1.7 Cooperative Arrangements**

*1.71 Cooperative Agreement Between the California State Board of Education and the Board of Governors of the California Community Colleges.*

WHEREAS, The California State Board of Education (hereinafter called "State Board") is the sole agency in California responsible for the administration of the California State Plan for Vocational Education within the provisions of U.S. Public Law 90-576 and California Education Code Section 6254; and

WHEREAS, Vocational education comprises a significant and continuing component of the essential educational services performed by all California Community Colleges; and

WHEREAS, The Board of Governors of the California Community Colleges (hereinafter called "Board of Governors") has pursuant to Chapter 1549, Statutes of 1967, succeeded to the duties, powers, purposes, and responsibilities of the State Board with respect to the management, administration, and control of the Community Colleges; and

WHEREAS, It is the desire of the State Board and the Board of Governors that the State Board assign, in consonance with the requirements of the Federal Act and Regulations, the maximum degree of participation in the determination and application of policies and procedures affecting federally aided vocational education in California Community Colleges to the Board of Governors of the California Community Colleges; and

WHEREAS, The parties to this agreement desire to insure the development and implementation of a fully coordinated statewide system of vocational education;

NOW, THEREFORE, It is mutually agreed that:

1. *Responsibilities of the State Board*

The State Board, as the state agency designated by California statutes to be responsible for the administration of federally aided vocational education, reserves for itself ultimate responsibility for all aspects of the administration of federally aided vocational education programs conducted under the jurisdiction of the Board of Governors of the California Community Colleges, including the following:

A. Final approval of standards and priorities established in the California State Plan for Vocational Education, and the application of such policies

B. Final approval of allocation of federal funds that accrue to California under the provisions of the federal Vocational Education Amendments of 1968, Public Law 90-576, and of state funds appropriated to the Department of Education for such programs, services, and activities carried out

under the California State Plan for Vocational Education

C. Final preparation of all statistical, financial, and descriptive data required by the pertinent federal acts

D. Evaluation on a continuous basis of performance under this agreement to assure the effectiveness of this cooperative effort and compliance with applicable federal requirements

2. *Responsibilities of the Board of Governors*

Subject to the ultimate responsibility of the State Board as set forth in Part 1 of this agreement, and in keeping with the California State Plan for Vocational Education, the Board of Governors shall:

A. Participate with State Board in the development and maintenance of statewide policies, priorities, goals, standards, and objectives for the federally aided vocational education programs in California

B. Provide for the management of priorities, goals, objectives, and planning for federally aided vocational education programs in the California Community Colleges

C. Maintain financial, statistical, and descriptive records to provide the Department of Education with compatible information and data necessary for consolidated reports

D. Provide for the evaluation of Community College programs, projects, and activities to ensure compliance with the standards set forth in the California State Plan for Vocational Education and pertinent federal regulations

E. Allocate federal vocational education funds to Community College districts and other eligible agencies and institutions

F. Maintain adequate professional and supportive staff to carry out the duties of the Board of Governors as set forth herein

G. In the performance of the duties set forth in A through F of this part, comply with the standards and regulations of the Vocational Education Amendments of 1968 (P.L. 90-576), the Rules and Regulations published in the Federal Register, the California State Plan for Vocational Education and applicable state statutes.

3. *Interagency Agreement*

The State Department of Education and the Chancellor's Office of the California Community Colleges shall annually consummate an interagency agreement for the purpose of providing financial support for the staff services to be provided by the Division of Occupational Education of the Chancellor's Office for the supervision and conduct of federally aided vocational education in the California Community Colleges. Such financial support shall be provided from funds that accrue to the state from the federal vocational education acts.

4. *Joint Committee on Vocational Education*

Pursuant to provisions of the California State Plan for Vocational Education, a Joint Committee on Vocational Education has been established. In addition to the duties set forth in the state plan, the Joint Committee shall consider all those matters pertaining to federally aided vocational education programs which are of mutual concern to both boards. The Joint Committee shall recommend to the State Board and the Board of Governors those matters of mutual concern which require approval or other necessary action by the respective boards. Such matters may include but are not limited to the following:

A. Review and recommend the process or procedures for the division of federal vocational education funds between the secondary level (Vocational Education Section, State Department of Education) and the post-secondary level (Division of Occupational Education, Chancellor's Office, California Community Colleges)

B. Review and recommend action regarding the method of distribution of vocational education funds to secondary and post-secondary school districts as developed and submitted by each level

C. Review and recommend methods for promoting articulation of vocational education between the high schools and the community colleges

D. Review the provisions of the California State Plan for Vocational Education and make recommendations to the State Board and Board of Governors

E. Review and recommend methods of promoting vocational education at all levels

F. Consider and make recommendations regarding the allocation of federal vocational education funds for special projects

The State Director of Vocational Education shall be responsible for staff services to the Joint Committee on Vocational Education.

5. *Joint Staff Council*

There is a Joint Staff Council for Vocational Education established and maintained for the purpose of program coordination, and composed of vocational education program administrators representing the State Board of Education staff and the staff of the Board of Governors of California Community Colleges.

The responsibility of the Joint Staff Council for Vocational Education is to coordinate the administrative activities of the total statewide program of federally aided vocational education and to recommend to the Joint Committee on Vocational Education actions of mutual concern.

The State Director of Vocational Education will act as the Chairman of the Joint Staff Council for Vocational Education.

6. *Division of Funds*

Annually, prior to March 1, the staffs of the respective boards, represented by the Joint Staff Council, shall recommend to the Joint Committee on Vocational Education the respective proportion of anticipated federal vocational education funds to be assigned to the two jurisdictions for the following school year. The determination of such proportions shall be based upon—but not be limited to—such factors as the following:

A. Relative needs
B. Statewide priorities
C. Statutory purposes and requisites
D. Levels of prior funding
E. Allotment formulas to states

The Joint Committee on Vocational Education shall act upon such recommendations in such manner as it determines appropriate and shall, in turn, recommend adoption of agreed-upon proportions to the State Board of Education in such time that will permit the respective Boards and their staffs to develop procedures for the allocation and/or distribution of the identified proportions to their respective jurisdictions.

7. *Duration*

This agreement became effective on November 1, 1972, and shall continue until such time as either party gives notice to terminate pursuant to this section.

Notice to terminate this agreement shall be in writing and shall be delivered to the other party at least 90 days prior to the effective date of termination. In no case shall such date of termination occur other than at the end of a fiscal year.

8. *Amendment*

This agreement may be amended by the mutual written consent of the parties hereto.

*1.72 State Employment Development Department.* Arrangements have been made between the State Board and the State Employment Development Department for cooperation in matters of occupational information, student counseling, and placement of students (refer to the Appendix for further details of the agreement). Qualified vocational guidance counselors, teachers, supervisors, and other personnel having responsibilities for counseling students, assisting them in making career choices, and arranging for part-time or full-time employment will make extensive use of these arrangements with the assistance and encouragement of the State Board staff.

The Comprehensive Employment and Training Act of 1973 (P.L. 93-203), Title I, Rules and Regulations, states that the Governor shall provide Vocational Education Funds to the State Board of Education. Funds for Vocational Education are administered by the Vocational Education CETA Educational Services Unit. The provision of benefits to CETA-eligible clients are provided through financial agreements between the State Board of Education and a deliverer of services.

*1.73 Handicapped Persons.* The State Department of Education has, in addition to the Vocational Education Support Unit, a Division of Compensatory Education, a Division of Special Education, and a Bureau of School Approvals. The Bureau of School Approvals has primary responsibility, with State Board approval, for approving certain courses offered in nonpublic schools (see Division 21 of the Education Code). Close cooperation and coordination with these offices and personnel of the State Board staff will prevail. When these combined efforts suggest additional arrangements with other agencies, such as the Department of Rehabilitation, additional agreements or contracts shall be arranged and reported to the Commissioner upon approval by the State Board (see Appendix).

*1.74 Other Agencies, Organizations, and Institutions.* The State Board will encourage and approve cooperative arrangements between the State Board staff and other specialists in the State Department of Education and the Chancellor's Office, other state agencies—both public and private—and state

institutions when such arrangements are conducive to more effective coordination of services, efforts, and funds. Whenever contractual or formal agreements are necessary, the State Board will provide the Commissioner with copies of such agreements upon approval.

*1.75 Other States.* The State Board may enter into cooperative agreements with adjacent states or nations for the conduct and administration of vocational education programs.

**1.8 Vocational Education Under Contract**

There are in California nonpublic vocational schools and technical institutes with extensive capabilities and experience in vocational instruction. Arrangements may be made for the provision of vocational instruction on an individual or group basis in such nonpublic schools.

*1.81 Private Postsecondary Vocational Training Institutions.* The following provisions will apply in all contractual arrangements with nonpublic postsecondary vocational schools:

(a) The State Board, the Board of Governors, and school district governing boards may provide vocational education programs through contracts with private educational agencies.

(b) In each instance where a course in a private educational agency is contracted for, it must be certified by the Bureau of School Approvals as meeting the minimum standards set forth in Division 21 of the California Administrative Code, Title 5, Education, pertaining to teacher qualifications, financial status, professional integrity, adequacy of physical facilities, admission requirements, and adequate records. The course must also be certified to be in accord with vocational objectives and other general operational policies and standards as may be pertinent to the conduct of training under the state plan.

(c) Before the State Board, the Board of Governors, or a local public educational agency may enter into such a contract, the following requirements must be met:

(1) Each contract is in writing.

(2) The contract incorporates the applicable standards and requirements contained in this state plan and prescribed by the State Board.

(3) Each contract is in accordance with state and local laws.

(4) Instruction under contract will be conducted as a part of the state and local program under the supervision of the State Board or the Board of Governors.

(5) The contract constitutes a reasonable and prudent use of funds available under this state plan.

(6) The private educational agency can provide substantially equivalent training at comparable costs.

(7) Such contracts will be reviewed at least annually by the parties concerned.

(8) Each contract includes an assurance that all funds paid to a contracting agency or institution will be used only to lower the rate of, or eliminate, tuition fees and other charges that would otherwise be collected from persons receiving such instruction.

(9) There is a realistic relationship between the course or programs and actual or anticipated employment opportunities and the abilities, interests, and aptitudes of persons to be trained.

1.81-1 *Special Requirement.* Arrangements for vocational instruction in private postsecondary vocational training institutions must, in addition to the preceding, include the determination that the private institution can provide substantially equivalent training at comparable cost or provide equipment and services not available in public agencies or institutions.

*1.82 Other Agencies and Institutions.* The same general and/or specific provisions will apply to arrangements with other public and nonpublic private agencies and institutions.

*[1.9 deleted in 1975-76 edition]*

**1.10A Effective Use of Evaluation Information**

The duties and responsibilities of State Board staff include evaluation as indicated in sections 1.1, 1.3, 1.4, and other parts of this state plan. Evaluation specialists under the supervision of the Director of Vocational Education and in cooperation with other designated State Board staff will review and report as directed about special programs and activities included in P.L. 90-576 under:

Part A. Disadvantaged
Part B. Vocational Education Programs
Part C. Research and Training in Vocational Education
Part D. Exemplary Programs and Projects
Part E. Residential Vocational Education
Part F. Consumer and Homemaking Education

Part G. Cooperative Vocational Education Programs
Part H. Work-Study Programs for Vocational Education Students
Part I. Curriculum Development

The results of these and other programs and experiences will be the subject matter for special consideration in professional meetings, teacher preparation and improvement programs, and other activities, including involvement of local educational agencies, sponsored or assisted by the State Board staff.

**1.10B Opportunity for Hearings on Local Applications**

Any local educational agency dissatisfied with final action with respect to any application for funds under the act shall have the opportunity for a hearing before the Joint Committee on Vocational Education, representing the State Board and the Board of Governors. Upon written request by the local educational agency, the joint committee will arrange for a hearing at either a special or regular meeting and shall communicate in writing to the local educational agency the date, time, and location for such hearing. Written records of the proceedings during such hearings will be maintained. Should the local educational agency continue to be dissatisfied with the decision of the Joint Committee on Vocational Education, an appeal may be made in writing to the State Board. In such instances, the provisions of the Government Code identified in Section 1.21 of this state plan shall prevail.

If any local educational agency, after following the procedures for hearing, is still dissatisfied with the final action of the State Board, such local agency may, within 60 days after such final action or notice thereof, whichever is later, file with the United States Court of Appeals for the circuit in which California is located a petition for review of that action. Detailed provisions and procedures for such review are contained in Section 123(d) of the act.

**1.10C Economically Depressed Areas or High Unemployment Areas**

The manner in which the State Board determines an economically depressed area or area of high unemployment, in addition to areas which the Secretary of Commerce has designated as "Redevelopment Areas" pursuant to Section 401 of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3161), is described as follows:

(a) The size and/or composition of the areas to be designated will be by county, by census tract, by school district, by a specific school, or by a combination of these, whichever adapts more feasibly for an educational program.

(b) The criteria to be used by the State Board in designating areas as economically depressed or areas of high rates of unemployment will include:

(1) The current rate of unemployment in the area is in excess of the state unemployment rate (based on statistics available at the time of application); or

(2) The median family income in the area is not more than 40 percent of the national median; or

(3) The concentration of recipients of Aid to Families with Dependent Children is at least 8 percent of the enrollment in a specific school; or

(4) Model Cities, as designated by the U.S. Department of Housing and Urban Development

(c) The sources of information will be the most recent information available from such sources as:

(1) State Employment Development Department
(2) City planning departments
(3) Chambers of commerce
(4) Community Action Commission
(5) Other pertinent federal, state, and county statistical reports

(d) The information shall be updated annually.

**1.10D Determination of High Youth Unemployment or School Dropouts**

(a) Areas of high concentration of youth unemployment or school dropouts will be determined by the State Board staff on the basis of the most recent information available, and the staff will designate areas of the state which meet the following criteria:

(1) The current rate of unemployment of persons aged sixteen through twenty-four in the area is at least 12 percent.

(2) The current school dropout rate in the area is in excess of the overall state school dropout rate.

(b) The State Board will determine the areas in the state that will be designated as areas of high concentration of youth unemployment and school dropouts by reviewing reports from school districts and offices of county superinten-

dents of schools, the State Department of Education, the Employment Development Department, and other related surveys and reports. The size or composition of the area may be a school district, an attendance area within a school district, a Model City area, or an urban renewal area, depending upon the statistics gathered.

The overall state school dropout rate will be determined annually by comparing the statewide eighth-grade enrollment to the statewide twelfth-grade enrollment. School districts may or may not determine their dropout rate on the same basis. The current overall average dropout rate is approximately 21.2 percent.

In those districts that use some other base for determining dropout rates, their results will be interpolated with the statewide average to determine if the rate is above or below the statewide average.

Statewide youth unemployment rates will be obtained from the Employment Development Department based on the unemployment of persons sixteen through twenty-four years of age. This information will be updated annually, as will statewide and school district dropout rates. Local youth unemployment rates will be obtained by each local school district from the local EDD office or through local surveys.

*[2.0 through 2.5 deleted in 1975-76 edition]*

## 3.0 State Vocational Education Programs (Funded Under Parts A and B of P.L. 90-576)

### 3.1 Allocation of Funds to Part B Purposes

The policies and procedures to be followed in allocating federal funds for direct expenditure by the State Board staff and for expenditures by local educational agencies include the following:

(a) In consideration of the total needs of vocational education in California, funds will be allocated for expenditure on the basis of those activities and services which can be performed most efficiently by the State Board staff or by local educational agencies.

(b) By comparing proposed expenditures with funds spent the previous year by the state and local educational agencies, the State Board staff will determine that funds allotted to the state pursuant to the act shall not be used to supplant state or local funds which would, in the absence of such federal funds, be made available for the purposes of the act.

(c) In the allocation of these funds, consideration shall be given to maintaining, improving, and expanding vocational education programs which are realistically determined by demonstrated training needs and on evaluation of existing and anticipated programs and services, so that appropriate vocational education opportunities will be available for all persons of all age groups in all communities of the state.

(d) The criteria for making allotments to state and local educational agencies shall include the following considerations:

(1) The amount of state and local funds available for allowable expenditures in the fiscal year for which the federal allocation is to be made

(2) The provisions for making vocational education available to all persons in all areas of California

(3) The wealth of the local educational agency

(4) The educational tax effort of the people within each local educational agency in support of education

(5) The economic needs of the local educational agency

(6) Youth unemployment as it relates to the local educational agency

(7) The total number of persons attending each local educational agency and the total number of persons availing themselves of vocational education programs

(8) The number of defined disadvantaged persons availing themselves of vocational education in each local educational agency

(9) The number of defined handicapped persons availing themselves of vocational education in each local educational agency

(10) The number of limited-English-speaking persons in each local educational agency

(11) The total costs of education for each secondary or postsecondary student in a local educational agency

(12) The total costs of vocational education for each secondary or postsecondary student in a local educational agency

(13) The manpower needs of the various occupational areas

(14) The new and emerging manpower needs as recognized by local educational agencies

(e) Funds will be allocated on the basis of official applications from local educational agencies as follows:

(1) Applications shall indicate the purpose for which funds are requested and shall give assurance of compliance with the standards and provisions in this state plan.

(2) Upon approval of applications, these documents shall constitute an agreement between the local educational agency and the state of California for the conduct of activities necessary to achieve the purposes for which the funds were requested.

*3.11 Percentage Requirements.* Federal funds made available to California under Section 102(a) of the act will conform to the following minimum usage:

(a) Vocational education for disadvantaged persons (at least 15 percent of the total allotment for any fiscal year or 25 percent of the allotment which is in excess of the base allotment, whichever is greater)

(b) Postsecondary vocational education (at least 15 percent of the total allotment for any fiscal year or 25 percent of the allotment which is in excess of the base allotment, whichever is greater)

(c) Vocational education for handicapped persons (at least 10 percent of the total allotment)

*3.12 Identification of Disadvantaged Persons.* The identification of "disadvantaged persons, as defined" is the responsibility of the local educational agency. The identification by the local educational agency shall comply with the definition contained in P.L. 90-576, Section 122(a)(4)(A), and the regulations pertaining thereto.

Disadvantaged persons, as defined, are those who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs, related services, or both in order for them to benefit from a vocational education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph (see definitions in Appendix).

3.12-1 The words "or other handicaps" in 3.12 are here interpreted to mean, "or other difficulties." The phrase "result from " can be paraphrased by "are caused by, but are not limited to" [poverty, etc.].

3.12-2 Because of the nature of the definition contained in the act for a disadvantaged person, as defined, the following categories will assist local educational agencies to provide programs, services, or activities to include all persons who cannot or who are not succeeding in a regular vocational education program:

A. *Academically Disadvantaged Persons.* Academically disadvantaged persons, as defined, are those who are not succeeding or are unable to succeed in a regular vocational education program because of at least one educational difficulty. Persons in this category may have one or more of the following characteristics:

(1) *Reading and/or Writing Difficulty.* Persons experiencing difficulty with reading and writing which impairs their capacity to learn vocational skills. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

(a) Poor reading ability and limited formal vocabulary

(b) Inability to read or write well enough to compete with peers

(c) Serious reading difficulties (possibly illiterate)

(d) Inability to write or communicate in writing

(e) English is a secondary language (persons whose reading and/or writing difficulty can be treated by teaching English as a second language or by programs designed to achieve proficiency)

(f) English is a primary language (persons whose reading and/or writing difficulty can be treated by programs designed to increase proficiency)

(2) *Computational Difficulty Determined in Technical or Vocational Mathematics.* Persons whose educational background in mathematics is not adequate for them to perform at the level required by the vocational education program. Persons in this subcategory may have one or both of the following characteristics on a continuing basis:

(a) Serious difficulties in comprehending computational concepts

(b) Insufficient computational skill to compete

(3) *General Educational Difficulties as Applicable to Vocational Education.* Persons whose general educational difficulties prevent their success in vocational education have one or more of the following characteristics on a continuing basis:

(a) Unemployed or underemployed and needs training
(b) Low achievement scores
(c) Poor attendance record
(d) School dropout
(e) Potential school dropout
(f) Unaware of educational procedures and/or opportunities
(g) Parents or guardian unable to give guidance and support due to own lack of education, training, or employment or general absence from the home

B. *Culturally Disadvantaged Persons.* Culturally disadvantaged persons, as defined, are those whose cultural mores are such that exclude the person from achieving success with his peer group. Persons in this category may have one or more of the following characteristics on a continuing basis:

(1) Patterns of speech which may represent ethnic or regional isolation
(2) Personal standards which conflict with the prevailing cultural mores
(3) Cultural dress modes or other behavior patterns that conflict with program requirements

C. *Economically Disadvantaged Persons.* Economically disadvantaged persons, as defined, are those who are not succeeding or cannot succeed in a regular vocational education program, with special emphasis on persons from economically depressed areas. Persons in this category may have one or more of the following economic problems on a continuing basis:

(1) Geographical isolation
(2) Needs economic assistance to enter or stay in school
(3) Unemployed or underemployed
(4) Family income is below poverty line

D. *Socially Disadvantaged Persons.* Socially disadvantaged persons, as defined, are those who, through present and/or past experience, have developed attitudes which severely limit their ability to perform successfully in a vocational education program. These attitudes may be aggressive or passive.

(1) Aggressive attitudes may be those characteristics which are exhibited by antisocial or disruptive behavior. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

(a) High incidence of involvement with the criminal justice system
(b) Defiance of rules and regulations
(c) Persists in trying to dominate the classroom activities
(d) Unrestrained behavior
(e) Socially assertive and unconventional actions
(f) Disrupts the school program

(2) Passive attitudes may be those characteristics which are exhibited by an apathetic behavior. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

(a) Exhibits no interest in learning or schoolwork
(b) Is discouraged in schoolwork
(c) Has a poor attendance record
(d) Shows a negative attitude toward learning
(e) Lacks personal motivation or is indifferent
(f) Is a potential dropout
(g) Is persistently truant from home and/or school
(h) Has a poor self-image
(i) Is overly sensitive to constructive criticism
(j) Lacks experience with successful examples of his own ethnic group
(k) Is an underachiever
(l) Has personal interrelationship problems
(m) Has other identified disadvantagements, such as ill health, poor nutrition, broken home, out-of-wedlock pregnancy, or underemployment

3.12-3 The methods of identification of disadvantaged persons, as defined, used by the local educational agency shall include but are not limited to the following criteria:

(a) In-school information which provides such statistics as grade levels in reading and mathematics, enrollments in compensatory education, welfare-connected students, linguistic difficulties, racial and ethnic composition, dropout rates, expulsion and suspension rates, low achievement, and low student aspiration
(b) Community information which provides overall statistics such as school dropouts, level of education, family income, ethnic population,

delinquency, population density, and unemployment

(c) The identification of the disadvantaged person, as defined, shall be done on an individual basis, applying one or more of the following student characteristcs:

(1) Low achievement and/or underachievement
(2) Low ability in communication skills
(3) Irregular attendance
(4) Lack of adequate personal goals
(5) Persistent course failures
(6) Lack of money
(7) Potential dropout
(8) Overage in grade
(9) Persistent health problems

3.12-4 The methods of recruitment of disadvantaged persons, as defined, by the local educational agency shall include, but are not limited to, the following:

(a) Search and analysis of school records
(b) Inventory of population statistics filed with community agencies
(c) Advertisement of the vocational-education offerings with community information systems
(d) Coordination with community action groups
(e) Demonstration of innovative recruitment activities

3.12-5 The identification and recruitment of the disadvantaged persons, as defined, will be tabulated on an individual basis, and such statistics will reflect those individuals who cannot benefit from regular vocational education without supportive services. The disadvantaged persons, as defined, who are enrolled in vocational education shall receive such supportive services as needed by the individual to assist him in succeeding in a regular vocational education program.

3.12-6 In addition to emphasis by the local educational agency to identify, recruit, and enroll the disadvantaged person, as defined, emphasis shall be given to the development of programs and services especially designed to overcome such disadvantagements as are prescribed for treatment. These programs and services are to be directed toward individuals who meet the requirements of P.L. 90-576 and shall not be directed to a group or class outside the vocational preparation area, and shall include, but not be limited to, the following:

(a) Specialized vocational counseling
(b) Innovative recruitment activities
(c) Use of teacher aides
(d) Tutorial services and assistance
(e) Integration of basic education and vocational subject matter
(f) Team teaching in special vocational education programs
(g) Curriculum development and revision
(h) Programmed and individualized instruction
(i) Special teachers (credentialled and noncredentialled)
(j) Supportive services designed especially for the disadvantaged student
(k) Cooperative vocational education and work-study arrangements
(l) Modification of student-teacher ratio
(m) Special teachers to prepare for job readiness
(n) Extended community involvement
(o) Arrangements for transportation

3.12-7 It is highly recommended that, when applicable, local educational agencies combine vocational education funds with other financial resources to provide for increased effectiveness and impact in vocational education for disadvantaged persons, as defined.

*3.13 Identification of Handicapped Persons.* The identification of handicapped persons is the responsibility of the local educational agency. The identification by the local educational agency shall comply with the definition contained in P.L. 90-576, Section 122(a)(4)(B), and the regulations pertaining thereto.

Handicapped persons are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who by reason of their condition cannot succeed in a regular vocational education program without special educational assistance or who require a modified vocational program.

3.13-1 The identification of handicapped secondary youths shall comply with criteria set forth in the California Education Code, sections 6750, 6801, 6802, 6901, 6902, and 18060.2 (see legal citations in Appendix).

The identification of handicapped persons at the postsecondary or adult levels shall be in accordance with these kinds of criteria:

(a) Use of official health records
(b) Use of standardized tests
(c) Teacher observations
(d) Use of diagnostic tests
(e) Recommendations of, and evaluations by, licensed medical and psychological practitioners
(f) Recommendations by vocational rehabilitation services

(g) Recommendations by the Division of Special Education, State Department of Education

3.13-2 The following classification of handicapped persons by categories will assist local education agencies to provide programs, services, or activities to include those persons who cannot succeed or who are not succeeding in a regular vocational education program:

(a) Mentally retarded individuals are divided into two subcategories:

(1) Educable retardates are individuals who can be educated and trained to enter the world of work.

(2) Trainable retardates are those individuals who can be trained for jobs which require a single skill and in which adequate supervision is available.

(b) Individuals with a learning-disability handicap exhibit a disorder in one or more basic processes involved in understanding, or in using spoken or written language. This category does not include individuals with learning problems which are due primarily to visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages.

(c) Seriously emotionally disturbed are those individuals with psychiatric disturbances which limit the ability of the individual to consistently govern his own behavior. These disturbances are of such a nature and severity as to require medical clearance prior to admission to vocational education programs and services.

(d) Crippled individuals are those who have a limited ability in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuromuscular impairment.

(e) Visually handicapped individuals are those who have a serious eye condition which limits their ability to see. They are divided into two subcategories:

(1) Partially sighted individuals whose vision, after correction, is such that they can use printed materials only with magnification and/or if special conditions are provided

(2) Blind individuals are considered blind if they have so little vision that they must substitute the senses of touch and hearing for the sense of sight in the learning situation

(f) Deaf and blind individuals are those having both handicaps to the extent that neither the sense of hearing nor sight is adequate for learning in regular vocational education programs.

(g) Hearing-impaired individuals are those whose sense of hearing is not adequate for success in regular vocational education. They are divided into two subcategories:

(1) Hard-of-hearing individuals exhibit difficulty in hearing and understanding speech. The speech must be loud and the individual must use a hearing aid, or lip reading along with a hearing aid, to supplement his own hearing.

(2) Deaf individuals are unable to hear and recognize all speech sounds, even with the amplification of sound provided with a hearing aid.

(h) Speech-impaired individuals are those whose speech differs from that of others to the extent that the difference is noticeable. Examples of some speech disorders: (1) articulatory, (2) vocal, (3) stuttering, (4) delayed speech, and (5) speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

(i) Multihandicapped individuals are those who have two or more identifiable handicaps.

(j) Other health-impaired individuals are those who have limited strength, vitality, and alertness due to chronic health problems such as heart conditions, rheumatic fever, nephritis, asthma, hemophilia, epilepsy, and diabetes.

3.13-3 The criteria and methods of assessment of handicapped persons by the local educational agency shall include, but are not limited to, the following:

(a) *Student Characteristics*

(1) Low achievement or underachievement
(2) Low ability in communication skills
(3) Irregular attendance
(4) Absence of personal goals
(5) Course failures
(6) Poverty
(7) Health deficiencies
(8) Overage in grade

(b) *Methods of Assessment*

(1) Search and analysis of school records
(2) Inventory of population statistics filed with community agencies
(3) Advertisement of vocational education offerings with community information systems
(4) Coordination with community action groups
(5) Demonstration of innovative recruitment activities

3.13-4 The handicapped person in need of vocational education will be provided with the necessary educational assistance to assist him in overcoming his handicapping condition. Such information obtained in the identification and assessment will provide the basis for the special service to the individual who is handicapped. Efforts shall be made to enroll those individuals who can benefit in regular vocational education programs.

3.13-5 Individual assessment of every handicapped person shall be emphasized to determine the approach to use in providing vocational education. Career development goals are to be given consideration in any specially designed program, service, or activity.

3.13-6 In addition to emphasis by the local educational agency to identify, assess, and recruit the handicapped person, emphasis shall be given to the development of programs and services especially designed to compensate for such handicaps. These programs and services should include, but not be limited to, the following:

(a) Specialized vocational counseling
(b) Innovative recruitment activities
(c) Use of teacher aides
(d) Tutorial services and assistance
(e) Integration of basic education and vocational subject matter
(f) Team teaching in special vocational programs
(g) Curriculum development and revision
(h) Programmed and individualized instruction
(i) Special teachers (credentialled and non-credentialled)
(j) Supportive services designed especially for the handicapped student
(k) Cooperative vocational education and work-study arrangements
(l) Modification of student-teacher ratio
(m) Special teachers for job readiness evaluation
(n) Extended community involvement
(o) Arrangements for transportation

3.13-7 It is highly recommended that, when applicable, local educational agencies combine vocational education funds with other financial resources to provide for increased effectiveness and impact in vocational education for handicapped persons.

*3.14 Persons Experiencing Difficulty (in Speaking and/or Comprehension) in Using Standard English.* Persons in this classification experience difficulty with verbal communication, which impairs their capacity to learn vocational skills. These persons may have one or more of the following characteristics on a continuing basis:

(a) Poor speech and/or limited formal vocabulary
(b) Inability to use the formal language effectively in school
(c) Serious language difficulties
(d) Linguistically isolated from the population at large
(e) English is a secondary language (persons whose language difficulty can be remediated by teaching English as a second language)
(f) English is a primary language (persons whose language difficulty can be remediated by programs designed to increase language proficiency)

*3.15 Manpower Needs and Job Opportunities.* The local educational agency will develop plans and prepare applications for funds based on current and emerging manpower needs and job opportunities. It will be the responsibility of the local educational agency to consult with local advisory committees composed of employer-employee representatives, with the State Employment Development Department as specified in the agreement between the State Board and that agency, and with other knowledgeable persons.

The allocation of funds to local educational agencies will be based upon information regarding current and projected manpower needs and job opportunities. Each application, as required in Section 3.26 of this state plan, must include consideration of projected manpower needs and job opportunities as related to each vocational education program for which funds are requested. The absence or inadequacy of such information will invalidate the eligibility of the applicant for such funding.

Analyses of labor market data coupled with data from other sources will be used to identify current and projected manpower needs and job opportunities on a regional and statewide basis.

The eligibility and priority of each application will be based upon the adequacy of the information of the following types:

(a) *Information on Current Occupations.* Securing local labor market information on job opportunities for men and women in occupations is of highest priority. Information on entry-level jobs for youth who have no more than a high school education, or who are dropouts, including data on minimum abilities required by employers, constitutes a special need. Predictions of job opportunities are needed

for short range (up to five years) and long range (up to ten years).

(b) *Information on New and Changing Occupations.* Information is needed on new types of occupations that will be available in five years and ten years, and information on occupations and jobs that will change significantly in five years and ten years.

(c) *Information About Educational Training and Requirements.* Information is needed about training necessary for professional, technical, highly skilled, and semiskilled jobs. Information of this kind should be related to academic, technical, and personal qualifications.

(d) *Information on Occupations and Families of Occupations Requiring Similar Patterns of Abilities and Interests.* Information is needed that relates occupational characteristics to personal characteristics and that expedites mobility of workers, horizontally and vertically, as conditions change.

(e) *Information on Long-Term Trends in Major Occupations and Industries.* Projections of industrial and business growth should be given by regions or areas, giving consideration to taxes, availability of workers, land values, transportation, and other factors that attract or repel business.

(f) *Information Identifying Specific Occupations That Will Employ Large Numbers of Workers, Male and Female, in the Future.* Information is needed on major occupations in terms of numbers employed in each for the next five or ten years and the percent of the work force estimated to be employed.

*3.16 Vocational Education Needs of Groups to Be Served.* Consideration will be given to the additional financial burden of the local educational agency in providing vocational education to its students, particularly the disadvantaged and handicapped as defined previously.

Identification of the vocational education needs of all population groups will be considered by accounting for the numbers of potential students enrolled in secondary, postsecondary, and adult schools. The development of regional occupational centers (ROC) and regional occupational programs (ROP) has provided additional training opportunities for adults.

Allocation of funds will be determined by comparing the total average daily attendance of each participating member to the total vocational average daily attendance of each participating member. The percentage representation of each segment will be subjectively developed by State Board staff and approved by the State Board.

### 3.2 Allocation of Funds to Local Educational Agencies for Programs, Services, and Activities

The State Board, upon recommendations of the Joint Committee on Vocational Education, will allocate funds to local educational agencies in accordance with the percentage requirements of the act. The amount of monies to be allocated will be divided between secondary and postsecondary jurisdictions on a residual-cost basis. These residual costs will be calculated as follows.

Taking data supplied by local educational agencies, amounts reported as total direct expenditures will be tabulated for both secondary and postsecondary institutions. To these sums will be added 51 percent to the secondary figures and 54.9 percent to the postsecondary figures. The result of this calculation will produce a figure representative of "Current Cost" for each jurisdiction. To this figure will be added expenditures for equipment. This calculation will produce a figure representative of total costs of vocational education by secondary and postsecondary jurisdictions. From this result will be subtracted the sum total representative of "Foundation Program Guarantee" and "Other Income," leaving as a result the residual costs of each jurisdiction.

The result of dividing each representative residual cost by the total of the two will result in a percentage for each jurisdiction, which when applied to the amount to be allocated will determine the amount to be distributed among secondary educational agencies and postsecondary educational agencies. The amount allocated to each jurisdiction may be distributed to the respective educational agencies by an entitlement system, by individual proposals, or by both methods.

(a) *Entitlement.* The calculations as outlined in sections 3.26-1 *Manpower Needs and Job Opportunities,* 3.26-2 *Vocational Education Needs,* 3.26-3 *Relative Ability to Provide Resources,* and 3.26-4 *Relative Costs of Programs, Services, and Activities* shall, when added together, represent the base entitlement for each local educational agency.

This result, when carried to five positions to the right of the decimal point, shall reflect the local educational agency's representation in relationship to the total state a.d.a. by secondary and postsecondary jurisdictions.

The results of each calculation shall serve as a multiplier. A predetermined percentage shall be applied to funds to be allocated by secondary and postsecondary jurisdictions as outlined in Section 3.2. This percentage will determine the amount of funds to be distributed on a "Local Educational Agency Average Daily Attendance" basis and a "Local Educational Agency Vocational Average Daily Attendance" basis. The result of the calculation shall serve as the multiplicand, the multiplier being the amount of funds to be distributed. The products of these multiplications, when added together for each local educational agency, grades nine through fourteen and classes for adults, shall indicate the base entitlement of such agencies.

Upon notification of entitlement, the local educational agency shall indicate its intent as to the complete use, partial use, or nonuse of its entitlement. If the decision is one of complete or partial use, then an application form, statement of compliance assurances, local annual plan for vocational education, and long-range plan for vocational education shall be one requirement for eligibility for participation in the respective entitlement. These documents will be evaluated to ensure compliance with the applicable regulation.

(b) *Reallocation of Unused Entitlement.* After receipt and evaluation of local applications, the total amount of the entitlement that is released, or returned to the state for any reason, will be determined. The amount so determined will be reallocated by the State Board to local educational agencies with qualifying applications in a manner to ensure that the required percentages of the state's fiscal-year allotment will be used for disadvantaged persons and for handicapped persons.

Similar reallocations will take place from time to time during the fiscal year when unused entitlements accrue.

(c) *Payment of Entitlement.* After receipt of a local application and a review of this application to provide assurance of compliances with the applicable regulations, the district shall be notified of the funds committed and applicable restrictions. At the same time, the state Controller's office shall be notified of funds connected to each local educational agency, thus initiating a process by which each local educational agency shall receive quarterly payments representing 75 percent of its entitlement. The final 25 percent shall be held in abeyance until all reports have been received.

3.2-1 The amount allocated to local educational agencies for individual proposals will be determined by various criteria as follows:

(a) *Content of Proposals.* Individual proposals will contain a description of the nature, purpose, and plan of the project. Further, the application shall include the method of evaluation, the qualification of personnel, and the justification of funds requested. Consideration will be given to provide the four criteria described in 3.26 and the reasonable tax effort described in 3.25-2.

(b) *Action on Applications.* Individual proposals will be reviewed and evaluated and will be approved or disapproved in writing by the State Board staff in conformity with federal, state, and local laws, as well as regulations and procedures adopted by the State Board and the U.S. Office of Education. Specific procedures will include the following:

(1) Receipt, review, and evaluation of applications by the State Board staff

(2) Development of priority funding order by the State Board staff

(3) Notification by letter to local educational agencies of the status of their applications

*3.21 Local Applications.* The application for vocational education funds shall be divided into two parts. The first part shall consist of the local annual vocational education plan and the long-range plan for vocational education. The second part shall consist of the application and the statement of assurances.

*3.22 Procedures for Processing Local Applications for Vocational Programs, Services, and Activities*

3.22-1 *Programs, Services, and Activities Undertaken by the State Board or the Board of Governors.* The State Board staff will review and recommend to the State Board, through the Joint Committee on Vocational Education, the approval of applications for activities to be undertaken by the State Board or the Board of Governors. These applications will be evaluated by the criteria previously described in Section 3.2 of this state plan.

3.22-2 *Programs, Services, and Activities Undertaken by Local Educational Agencies.* The local educational agency and/or other state agencies shall submit to the State Board staff an application for funds and supportive data necessary for evalua-

tion as previously described in Section 3.2 of this state plan. The State Board staff will evaluate this data and make recommendations to the State Board through the Joint Committee on Vocational Education.

3.22-3 *Coordination with Other State Agencies.* The same coordination procedures with other state agencies will apply to this section as were previously described in Section 1.7 of this state plan.

*3.23 Procedures for Processing Local Applications for Construction*

3.23-1 *Projects Undertaken by the State Board.* The State Board and the Board of Governors will not initiate projects for construction, acquisition, expansion, or alteration of vocational facilities.

3.23-2 *Projects Undertaken by Local Educational Agencies.* The local educational agency shall submit an application which shall describe in detail the intent to undertake projects of construction, acquisition, expansion, and alteration of area vocational facilities under its jurisdiction. The application shall be subject to the requirements criteria and review as detailed in this state plan.

3.23-3 *Coordination with Other State Agencies.* The same coordination procedures with other state agencies will apply to this section as were previously described in Section 1.7 of this state plan. Additionally, construction provisions, detailed in Section 7.1 of this state plan relative to clearance with other state agencies, will apply.

*3.24 Maintenance of Effort.* Federal funds made available under Part B of the act will be used to supplement, and to the extent practical, increase the amount of state and local funds that would in the absence of such federal funds be made available for the purposes set forth in Section 122(a) of the act, so that all persons in all communities of the state will have, as soon as possible, ready access to vocational education suited to their needs, interests, and ability to benefit therefrom.

No payments of federal funds under the act will be made in any fiscal year to any local educational agency unless the State Board or the Board of Governors finds that the combined fiscal effort of that agency and the state with respect to the provision of vocational education by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year. For the purpose of this paragraph, "combined fiscal effort" means total expenditures of state and local funds with respect to the provision of vocational education by the local educational agency. A combined fiscal effort in the preceding fiscal year shall not be deemed to be a reduction from that in a second preceding fiscal year unless the expenditure for vocational education and ancillary services and activities from state and local funds in the preceding fiscal year is less than that in the second preceding fiscal year by more than 5 percent. Any such reduction in combined fiscal effort for any fiscal year by more than 5 percent will disqualify a local educational agency unless the local educational agency is able to demonstrate to the satisfaction of the State Board that such a reduction was occasioned by unusual circumstances that could not have been fully anticipated or reasonably compensated for by the local educational agency, and that the fiscal effort of the local educational agency does not otherwise indicate a diminished fiscal effort. Such unusual circumstances may include in the first preceding fiscal year unforeseen decreases in revenues due to the removal of a large segment of property from the tax rolls or other causes, or transfer to, or combinations with, other local educational agencies of responsibility for the conduct of some or all vocational education activities or services; or, in the second preceding fiscal year, contributions of large sums of money from outside sources on a short-term basis, or unusually large amounts of funds expended for such long-term purposes as the construction and acquisition of school facilities or the acquisition of equipment.

*3.25 Matching*

3.25-1 *Overall State Matching.* Funds allotted to California under Part B of the act shall be allocated to local educational agencies in a manner which will result in at least one dollar of state and local funds being expended for each one dollar of federal funds expended under this state plan for vocational education, but not in a manner which requires local educational agencies to match federal funds at a uniform percentage rate throughout California.

3.25-2 *Reasonable Tax Effort.* No local educational agency with taxing authority which is making a reasonable tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the nonfederal share of the cost of such programs. The reasonable tax effort of a local educational agency is recognized in the California Education Code, Division 16, entitled "Local School District Finan-

cial Support and Management." Under this division, the per-pupil apportionment is determined by applying basic state aid, applying a computational district tax to the assessed valuation of the local educational agency to determine if sufficient funds are available to provide minimum support. If minimum support is not reached, then additional state aid in the form of equalization aid is provided to guarantee a minimum support for each student, dependent upon his educational level. This foundation program has as its base a mandated reasonable tax effort on the part of each local educational agency in the state to assure a minimum level of support for every student in California.

Additionally, the required expenditure of local funds to obtain full entitlement as detailed in Section 3.2(a) is equalized on the basis of two factors. One factor considers the tax effort the residents of the local educational agency jurisdiction are making in support of education in relation to the state average for similar administrative structures. The other factor pertains to the relative wealth of the school district.

*3.26 Criteria for Determining Relative Priority of Local Applications.* All applications from local educational agencies will be treated with equal consideration and will be reviewed to ascertain sufficient coverage of criteria listed in Section 3.2 of this state plan. Based upon review of data applied to the following four criteria, percentages commensurate with the reliability of data will be assigned to the funds to be allocated.

3.26-1 *Manpower Needs and Job Opportunities.* Existing manpower data will be reviewed to determine needs for training in each of the seven occupational areas. The assignment of weights will range from 0 (considerable overtraining) to 14 or above (extreme need for added training programs).

A review of the existing and anticipated programs being offered by each local educational agency when compared with manpower needs will produce a weighted factor for each local educational agency. This factor and its relationship to the total will produce a percentage which, when carried to five positions to the right of the decimal point, shall reflect the local educational agency's representation in relationship to the total. This factor when applied to the amount of money to be distributed under this section shall determine the local educational agency's share of the total funds assigned to this section.

3.26-2 *Vocational Education Needs.* Existing student data will be reviewed to determine vocational education needs. The relationship of the total vocational enrollment to the total enrollment of each local educational agency will produce a local-educational-agency factor for total enrollment. The relationship of the total number of disadvantaged students (as defined) enrolled in vocational education programs to the total vocational enrollment will produce a local-educational-agency factor for the disadvantaged. The relationship of the total number of handicapped students (as defined) enrolled in vocational education programs to the total vocational enrollment will produce a local-educational-agency factor for handicapped. The relationship of the number of limited-English-speaking students enrolled in a local educational agency to the total enrollment of a local educational agency will produce a local educational-agency-factor for limited English speaking. Each of the four factors when compared to their totals will produce a percentage which, when carried to five positions to the right of the decimal point, shall reflect the local educational agency's representation in relationship to the total. This percentage applied to the amount of money to be distributed under each category shall determine the local educational agency's share of the total funds assigned to each category. These four separate amounts when added together shall determine the local educational agency's share of the total funds assigned to this section.

3.26-3 *Relative Ability to Provide Resources.* Existing data will be reviewed to determine the relative ability of the local educational agency to provide resources. The relationship of the modified assessed valuation per unit of a.d.a. to the state average for similar educational levels will produce a local-educational-agency participating percentage for assessed valuation. The relationship of the tax effort the residents of the educational agency jurisdiction are making in support of education to the state average for similar administrative structures will produce a local-educational-agency participating percentage for reasonable tax effort. Weights will be assigned to each local educational agency commensurate with the status of the district as an economically depressed area, with the higher weights being assigned to those districts that are within an economically depressed area.

The number of participating districts in each category times the weight assigned to each category will, when compared with the total of all these categories, determine the categorical percent-

age of participation of the funds assigned. The results of this computation will be equally distributed among the districts in each category. These four separate amounts when added together shall determine the local educational agency's share of the total funds assigned to this section.

3.26-4 *Relative Costs of Programs, Services, and Activities.* Existing cost data will be reviewed to determine relative costs of programs, services, and activities. The relationship of the total vocational costs to the total educational costs of each local educational agency will produce a local-educational-agency factor for relative costs. The factor of each local educational agency, when compared with the total, will produce a percentage which, when carried to five positions to the right of the decimal point, shall reflect the local educational agency's representation in relationship to the total. This percentage, applied to the amount of funds assigned to this section, shall determine the local educational agency's share of these funds.

3.26-5 *Other Criteria of the State.* The State Board staff shall use criteria described in Section 3.2 of this state plan as well as criteria described in sections 3.26-1 through 3.26-4. Additionally, data requirements specified in the instructions for preparing a district plan for vocational education will serve as criteria.

3.26-6 *General Priorities.* In determining the relative priorities of local applications for the purpose of allocating funds, the following criteria will be considered:

(a) Preference will be given to programs physically located in "economically depressed areas." An "economically depressed area" is an area composed of contiguous census tracts within urbanized areas, as defined by the most recent census data. In this area 20 percent of the families report annual incomes of less than $3,000 according to the most recent census data. Also included are comparable areas which, because of technical factors, cannot be isolated by census tracts or be isolated as a contiguous census tract. Such areas shall have a population of not less than 25,000.

(b) Whenever it is necessary to meet the needs of residents of economically depressed areas, projects for adults should be on both a full-time and a part-time basis, being compressed into the shortest possible period of time consistent with educational needs in either case.

(c) The Employment Development Department should be recognized and utilized as an essential recruitment and referral source for projects for adults located in economically depressed areas.

(d) The Employment Development Department should be recognized and utilized as a source of assistance in a cooperative effort to prevent those adult individuals recruited and referred by the Employment Development Department from dropping out of projects operating in economically depressed areas.

*3.27 Application of Criteria in Determining the Relative Priority of Local Applications.* The State Board, depending upon the method of allocation—entitlement or individual proposal—will make the following determination:

3.27-1 The State Board, based upon recommendations of the Joint Committee on Vocational Education, will assign percentages to "Local Educational Agency Average Daily Attendance" and "Local Educational Agency Vocational Average Daily Attendance" which shall serve as a base for computing the entitlement for each local agency in the state as detailed in Section 3.2(a)

Once the base entitlement is calculated, each local educational agency in the state will be notified of the availability of funds, the requirements for receipt of these funds, and the alternate choices available. A decision by the local educational agency to qualify for complete or partial use of its entitlement will necessitate the submittal of an application, a detailed budget, a statement of compliance, and a local plan for vocational education which will contain manpower-needs information. The local plan for vocational education will contain data, as required in the "Suggested Outline for Preparing a District Plan for Vocational Education," in detail sufficient to satisfy the requirements of Sections 3.26-1 and 3.26-2. Additionally, the required submittal of the statement of compliance by each local educational agency provides further assurance of satisfying these criteria.

Along with the notification of entitlement will be information related to the local educational agency's relative ability to provide resources. This is determined by recognizing the equalized assessed valuation of each local educational agency and the tax effort the citizens of each local educational agency jurisdiction are making in support of education. This calculation determines the matching percentage required by each individual district which, when applied to the total direct costs of that district, indicates a maximum limitation as to the amount of federal funds that can be received. These data are submitted by each local educational

agency on the budget pages, which are included with the agency's formal application for funds.

Upon receipt of these documents, the State Board staff will review the data contained therein to determine the satisfactory compliance with criteria listed in sections 3.26-1 to 3.26-4, and 3.15 of this state plan. Critical attention will be given in such review to determine both the manner and the extent to which the local educational agency's district plan and application give attention to current and projected manpower needs and job opportunities, both in existing and in emerging occupations. Should such attention not be considered to be adequate, the application will be disallowed.

The various components in the formula applicable to this allocation or entitlement system are keyed to and based upon the requirements in the act related to manpower needs, to place emphasis upon the needs of the disadvantaged and the handicapped, and upon the relative financial abilities and tax efforts and excess costs of the applying local educational agencies. As provided for in sections 3.12, 3.13, 3.15, 3.16, 3.26-1, and 3.26-2 of this state plan, the State Board will assign such weighting factors to the formula components as to be assured that due consideration has been given to all the provisions in Section 123(6) of the act.

The components of the allocation system are delineated as follows:

*Allocation of Funds Between Secondary and Postsecondary Jurisdictions*

1. Direct costs of instruction by secondary and postsecondary levels
2. Indirect costs of instruction represented by a predetermined percentage applied to each level
3. Equipment costs
4. Minus foundation program guarantee and other income
5. Residual cost by jurisdiction ÷ state residual costs

*Entitlement Formula/Manpower Needs and Job Opportunities*

Compare computations by occupational programs with job opportunities. The result will produce a ratio with highest weights applied to areas of excess demand over supply and lowest weights applied to areas of exess supply to demand.

Local educational agencies will be ranked by totals, and the relationship of each individual total to the state total will determine local educational agency participation in funds to be allocated.

*Vocational Education Needs*

1. Total vocational education enrollment ÷ total district enrollment = factor of participation.

   Local educational agency factor of participation ÷ total of all factors = percentage to be assigned to monies to be allocated.

   Money to be distributed X percentage assigned = funds assigned to district for this category.
2. Total number of disadvantaged students enrolled in vocational education ÷ total vocational education enrollment.

   Local educational agency factor of participation ÷ total of all factors = percentage to be assigned to monies to be allocated.

   Money to be distributed X percentage assigned = funds assigned to district for this category.
3. Total number of handicapped students enrolled in vocational education ÷ total vocational education enrollment.

   Local educational agency factor of participation ÷ total of all factors = percentage to be assigned to monies to be allocated.

   Money to be distributed X percentage assigned = funds assigned to district for this category.
4. Total number of limited-English-speaking students in a local educational agency ÷ total district enrollment = factor of participation.

   Local educational agency factor of participation ÷ total of all factors = percentage to be assigned to monies to be allocated.

   Money to be distributed X percentage assigned = funds assigned to district for this category.

   Addition of monies allocated under four categories when added together will determine funds assigned to district for this particular criterion.

*Relative Costs of Programs, Services, and Activities*

1. Total costs of vocational education in a local educational agency ÷ total district costs of education = factor of participation.

   Local educational agency factor of participation ÷ total of all factors = percentage to be assigned to monies to be allocated.

   Money to be distributed X percentage assigned = funds assigned to districts for this category.

*Relative Ability to Provide Resources*

1. District assessed valuation per unit of a.d.a. ÷ state average assessed valuation per a.d.a. = factor of wealth.

   Local educational factor of wealth X monies to be allocated = funds assigned to district for this category.
2. State average eligibility tax = factor of effort.

   Local educational factor of effort X monies to be allocated = funds assigned to district for this category.

3. Assessment of district in relationship to status as an economically depressed area.

   Total of all districts X applicable weights = factor of status as an economically depressed area.

   Sum of categorical factor of economically depressed status ÷ total of all factors of economically depressed area = categorical percentages.

   Categorical percentages X monies to be allocated ÷ number of participating districts in each category = funds assigned to district for this category.

4. Assessment of district in relationship to unemployment rate.

   Total of all districts X applicable weights = factor of unemployment status.

   Sum of categorical unemployment factors ÷ total of all unemployment factors = categorical percentages.

   Categorical percentages X monies to be allocated ÷ participating districts in each category = funds assigned to district for this category.

   Addition of monies allocated under four categories when added together will determine funds assigned to district for this particular criterion.

3.27-2 In applying criteria to individual proposals, the State Board, based upon recommendations of the Joint Committee on Vocational Education, will make determination as to the appropriateness for funding based upon previously agreed-to priorities, which will be consistent with criteria detailed in Section 3.2.

**3.3 Instructional Areas in Vocational Education**

The specialized personnel serving the supporting staff of the State Board and the Board of Governors are assigned to a number of organizational units which have special responsibilities in certain areas of instruction. Involved in these identified areas of instruction are special program standards that are intended to assure program quality.

*3.31 Agricultural Education.* The program of instruction in vocational agricultural education shall be designed primarily to prepare and retrain youths and adults for gainful employment in agricultural occupations.

Such occupations characteristically involve producing, processing, and distributing agricultural products and include services related thereto. Included is any occupation that requires knowledge and skills in agricultural subjects such as the primary areas of plant science, soil science, animal science, farm management, agriculture mechanics and engineering, and agricultural leadership.

*3.32 Distributive Education.* Distributive education is a program of occupational instruction in the field of distribution and marketing. The program is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is placed on the development of attitudes, skills, and understandings related to marketing, merchandising, and management. Instruction is offered at the secondary, postsecondary, and adult education levels.

3.32-1 *Objectives of Instruction.* The objectives of instruction are to:

(a) Develop an understanding of the contributions that the field of distribution and marketing makes to the individual and society

(b) Develop an awareness of the varied career opportunities in distribution

(c) Provide instruction and experiences that enable persons to enter and advance in distribution and marketing careers

(d) Improve operational techniques in distribution and marketing

(e) Develop an understanding of the social and economic responsibilities and ethical conduct that accompany the right of the individual to engage in distribution and to maintain a competitive, free-enterprise economy

3.32-2 *Occupations to Be Served.* A distributive occupation is one that includes proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. These occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, and financing.

*3.33 Office Education.* Office education is organized into programs of instruction that provide opportunities for persons to prepare for and achieve career objectives in selected office occupations. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function of the office. Included among learning experiences is a variety of activities, such as recording and retrieval of data, supervision and coordination of office activities, and internal and external communication, which identify categories of career objectives in office occupations and around which courses and practical experiences are developed.

3.33-1 *Objectives of Instruction.* The objectives of instruction are to:

(a) Educate and train persons for gainful employment in the office occupations

(b) Train employed persons for advancement or promotion in the office occupations
(c) Prepare persons for advanced business occupation training

3.33-2 *Occupations to Be Served.* Office occupations are those occupations related to the facilitating functions performed in the business office, including business data processing, and which involve the following activities: recording, storage, and retrieval of data; supervision and coordination of office activities; internal and external communication; and reporting of information.

*3.34 Home Economics Occupations.* Home economics occupational education is an instructional program that prepares persons to enter recognized occupations involving knowledge and skills based on subject-matter areas of home economics.

3.34-1 *Objectives of Instruction.* The objectives of instruction are to:

(a) Develop an awareness of the varied career opportunities related to the subject-matter knowledge and skills of home economics.
(b) Prepare persons for recognized occupations involving knowledge and skills of subject-matter areas of home economics.
(c) Assist persons who have entered recognized occupations that involve knowledge and skills of subject-matter areas of home economics to make progress toward advancement in the occupational area.
(d) Prepare persons for enrollment in advanced programs related to subject matter, knowledge, and skills of home economics (but excluding programs to prepare for employment requiring a baccalaureate or higher degree).

3.34-2 *Occupations to Be Served.* Home economics occupational education includes care and guidance of children; clothing production, management, and services; food production, management, and services; housing, home furnishings, and equipment services; institutional management and services; and related health services in the secondary schools.

*3.35 Industrial Education.* Industrial education is a generic term applying to all types of education related to industry and includes the major subject-matter areas of: industrial arts education; apprenticeship education and trade extension classes; fire service education; health careers and services education; technical education; and trade and industrial education.

3.35-1 *Industrial Arts Education.* Industrial arts education programs are those educational programs which pertain to the body of related subject matter, or related courses, organized for the development of understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology including learning experiences involving activities such as experimenting, designing, constructing, and evaluating, and processes which provide opportunities for creativity and problem solving and assisting individuals in the making of informed and meaningful occupational choices.

(a) *Objectives of Instruction.* The objectives of industrial arts education which relate to vocational education are designed to accomplish (1) or (2) below:

(1) Assist individuals in the making of informed and meaningful occupational choices. In order to accomplish or facilitate this purpose, such programs shall:
(A) Provide occupational information and instruction pertaining to a broad range of occupations, including training requisites, working conditions, salaries or wages, and other relevant information.
(B) Provide exploratory experiences in shops and laboratories and observations in business or industry to acquaint students with jobs in the occupations included in this purpose.
(C) Provide guidance and counseling for students enrolled in the industrial arts program to assist them in making informed and meaningful choices in selected occupational fields.

(2) Prepare individuals for enrollment in advanced vocational and technical education programs:
(A) Provide individuals with occupational information and exploratory experience for enrollment in such programs.
(B) Provide occupational information and exploratory experience directly related to current practices in industry.

(b) *Occupations to Be Served.* Industrial arts education programs focus on a broad spectrum of occupations and clusters of occupations related to industry which include but are not limited to the career fields such as transportation, manufacturing, construction, communications, and those program areas normally associated with industrial education.

3.35-2 *Apprenticeship Programs and Trade Extension Classes*

(a) *Apprenticeship Programs.* Programs of related vocational instruction for apprentices and/or other employed workers will be offered and will supplement their on-the-job training. For apportionment purposes, apprentices enrolled in related classes of instruction in secondary schools are considered regular students.

(b) *Trade Extension Classes.* Workers who are over 16 years of age and who are employed in the trade and industrial occupation or related occupation for which the instruction is being provided may be enrolled in the evening industrial classes.

3.35-3 *Fire Service Education.* Fire service occupational education is oriented toward providing a broad educational foundation for those persons desiring entry into one of the fire service occupations as paid or volunteer fireman. The performance objectives of the fire service core curriculums are concerned with such occupations as, but not limited to, fire fighter, fire apparatus operator, fire officer, chief fire officer, fire chief, fire alarm technician, fire service mechanic, fire prevention officer, fire service instructor, and fire and arson investigator. All of these occupational areas provide direct services to the public and include appropriate educational work experience as part of the program.

(a) *Objectives of Instruction.* The objectives of fire service education and training are:

(1) Develop an awareness of the many occupational opportunities available in the fire service field.

(2) Prepare qualified persons for the fire service occupations and meet the needs of the system for persons who can provide efficient and effective services demanded by the public.

(3) Provide inservice training and education for self-improvement or promotional purposes for those persons who are currently employed or volunteering in an occupation within the fire service field.

3.35-4 *Health Careers and Services Education.* Vocational education instruction for the health fields is organized to prepare persons for the occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understandings and skills essential to care and health services to patients.

(a) *Objectives of Instruction.* The objectives of instruction are to:

(1) Develop an awareness of the opportunities available in the field of health services.

(2) Prepare persons in quality programs for recognized health occupations to meet the type of demands and service the health industry expects for direct and indirect patient care.

(3) Provide clinical laboratory activities and work experiences for the beginning student and the continuing-education student for relevant practice and current education in the health fields at less than the baccalaureate level.

(b) *Occupations to Be Served.* Health careers and services education at the vocational level include programs for vocational and technical nursing; radiologic technology; dental assistants, technicians, and hygienists; inhalation therapy; psychiatric technicians; nurse aides; home health aides; orderlies, medical assisting; and other ancillary and related occupations.

3.35-5 *Technical Education.* Vocational instruction in technical education is concerned with preparing persons for employment in a specific position or a cluster of positions within a specialized field of technology. Technical education is offered in most occupational areas, including engineering, health, agriculture, business, industry, and others that require some background in science and mathematics along with technical skills pertinent to the specialized field of employment. Instruction usually takes place at the postsecondary level and prepares students for employment within the occupational spectrum between the skilled craftsman and the professional. An educational background is required that permits an understanding of and communication with both ends of this spectrum. Instruction may also prepare students for additional advanced training within specialized fields.

(a) *Objectives of Instruction.* The objectives of technical education are either:

(1) To educate and prepare persons for gainful employment as highly skilled technicians at the semiprofessional level in recognized occupations or in new and emerging occupations; or

(2) To retrain or upgrade employed persons so that they may meet the requirements for

becoming highly skilled technicians, because of new and changing technologies, for self-improvement purposes, or for promotional purposes on the job; or

(3) To prepare persons for enrollment in advanced technical education programs.

(b) *Occupations to Be Served.* Technical education may provide services for all those occupations which employ skilled technicians at a semiprofessional level in support of the professional employee.

3.35-6 *Trade and Industrial Education.* Programs of trade and industrial education prepare individuals for effective entry into a trade, service, or industrial occupation; provide employed workers an opportunity to prepare for more productive employment; assist industry by providing educational opportunities in the fields of industrial management and supervision; and, where applicable, lend support and provide leadership to the California Association of Vocational Industrial Clubs of America as an integral part of the educational program.

(a) *Objectives of Instruction.* Instructional programs in trade and industrial education are designed for persons who have entered or are preparing to enter an occupation. The main purposes of the instruction are to:

(1) Prepare persons to work productively.

(2) Prepare individuals for enrollment in advanced vocational-technical education programs.

(3) Provide industrial leadership training opportunities, guidance, and total personal skill development through active participation in vocational industrial youth association activities.

(4) Increase the economic efficiency of the workers.

(5) Provide related and supplemental instruction.

(b) *Occupations to Be Served.* Trade and industrial education includes any subject which is necessary to develop the manipulative skills, technical knowledge, and related information, such as job attitudes, safety practices, and trade judgment necessary for employment in a trade and industrial occupation.

Such occupations include any craft, skilled trade, or industrial occupation which functions directly in the designing, producing, processing, fabricating, assembling, testing, modifying, maintaining, servicing, or repairing of any product or commodity; and any other like occupation, including service occupations, but which are usually considered to be trade and industrial in nature.

*[3.36, 3.37 deleted in 1975-76 edition]*

*3.38 Public Service.* Public-service occupational education is career oriented and is structured on the career-ladder concept. The performance objectives are concerned with preparing persons for a specific job or a cluster of job opportunities in service delivery agencies. Programs generally are of an interdisciplinary nature and cut across many subject matter fields such as sociology, psychology, recreation, and public administration. Since most occupations involve direct services to the public, instruction is designed to include appropriate educational work experience as an integral part of the program. Typical programs are: Social Service Associate, Library Technical Assistant, Instructional Associate, Recreation Leadership, Government Supervision, and City Planning.

3.38-1 *Objectives of Instruction.* The objectives of public-service education and training are:

(a) To prepare persons for employment at the associate level in recognized or new and emerging occupations

(b) To provide instruction and experiences that are recognized as the basic foundation for upward mobility on the career ladder

(c) To provide inservice training for self-improvement or promotional purposes for persons currently employed

3.38-2 *Occupations to Be Served.* Public-service occupations are defined as the functions necessary to accomplish the missions of local, county, state, and federal government. These missions are generally performed through arrangements or organizations established by society, normally on a nonprofit basis and usually supported by tax revenues. Examples of employing agencies are: elementary schools; city, county, and special libraries; the various departments of welfare; recreation; housing and urban development; mental health; and corrections. Private nonprofit agencies are also potential employers.

*3.39 Criminal Justice.* Administration-of-justice occupational education programs are oriented toward providing a broad educational foundation for those wishing to enter one of the criminal-justice occupations. The performance objectives of

the criminal-justice core curriculum are concerned with preparing persons to make an intelligent selection of an area of concentration to prepare for entry into a specific occupation, such as law enforcement (local police, county sheriffs, conservation law enforcement, and the like), corrections (security officer, security supervisor, and others), probation and parole aide, court clerk aide, industrial security, criminalistics technician, and others. Most of these occupations provide direct services to the public, and many programs have included appropriate educational work experience as part of the programs.

3.39-1 *Objectives of Instruction.* The objectives of administration-of-justice education and training are:

(a) Develop an awareness of the many occupational opportunities available in the field of the administration of justice.

(b) Prepare persons in quality programs for administration-of-justice occupations and meet the needs of the system for persons who can provide efficient and effective services demanded by the public.

(c) Provide inservice training and education for self-improvement or promotional purposes for persons currently employed.

**3.4 Program Standards**

The program of instruction in vocational education shall be designed (1) to prepare or retrain youth and adults for gainful employment or for advancement in recognized occupations and in new and emerging occupations; or (2) to prepare individuals for enrollment in advanced vocational training; or (3) to be of significant assistance to enrolled individuals in making an informed and meaningful occupational choice.

Vocational education is a part of the total program of education and may be provided in grades seven through twelve, adult schools, community colleges, regional occupational centers/programs, colleges, or universities, under public supervision and control; in private educational agencies under contract with the state or local boards of education; or by the office of a county superintendent of schools.

Program standards are maintained to assure quality of instruction. The following program standards apply to all areas of vocational education identified in Section 3.3.

*3.41 Persons to Be Served.* All persons of secondary-school age, out-of-school youth, and adults, including those who have academic, socioeconomic, cultural, physical, or other handicaps, who need or can profit from vocational education, including consumer and homemaking education, are those to be served.

3.41-1 *Manpower Development and Training.* Programs to provide job training and employment opportunities for economically disadvantaged CETA-eligible clients who are unemployed and underemployed to assure that training and other services lead to maximum employment opportunities and enhance occupational self-sufficiency.

Persons to be served by manpower development and training programs will be secondary school age, out-of-school youth, and adults, including those who have academic, socioeconomic, cultural, physical, or other handicaps, who need or can profit from vocational education, including consumer and homemaking education.

*3.42 Occupations to Be Served.* Vocational education will be available to fit individuals for gainful employment or advancement in any recognized occupation, except those which are generally considered to be professional, or those requiring a baccalaureate or higher degree.

*3.43 Public Supervision and Control.* All vocational instruction will be under the supervision and control of the State Board, the Board of Governors, or a local educational agency responsible for the expenditure of public school funds.

*3.44 Access to Vocational Instruction.* Consideration will be given to all persons residing in California who are available and qualified to receive vocational instruction in accordance with the standards and requirements in this state plan. Individuals residing in an area or community served by one local educational agency will be permitted to enroll in a program of instruction offered by another local educational agency, in accordance with policies and procedures established by the State Board, the Board of Governors, or the local educational agencies involved, and in accordance with the provisions of the Education Code and the California Administrative Code, Title 5, Education, so long as:

(a) The local educational agency serving the area or community in which the individual resides does not offer a reasonable comparable type of program; and

(b) The individuals are available and qualified to receive such instruction; and

(c) Facilities are reasonably available for additional enrollees in the program offered by the receiving local educational agency.

*3.45 Quality of Instruction.* The following standards are essential to a sound program of vocational education:

3.45-1 *Organization and Content.* The program of instruction will be based on a consideration of the skills, knowledges, and understandings required in the occupation for which it is being provided. The program will include a planned, logical sequence of those essentials of education or experience deemed necessary for the individual to meet his occupational objective.

3.45-2 *Counsel and Advice.* The program of instruction will be developed and conducted in consultation with employers and other individuals or groups of individuals having skills in, and substantive knowledge of, the occupations or occupational fields for which instruction is provided.

3.45-3 *Program Planning.* Instructional programs will be determined on identifiable needs using occupational advisory committee recommendations, occupational surveys, and/or employment statistics. Surveys and/or statistics used shall be current, and these data shall reflect existing job requirements.

3.45-4 *Objectives, Duration, and Intensity.* Programs of instruction shall be in accordance with the stated objectives of the instructional program developed, in direct relationship to the occupational requirements and the abilities of those enrolled, and in accordance with the district plan for vocational education. The instructional program will be sufficiently extensive in duration and intensity within a scheduled unit of time to enable the individual to develop the competency necessary for employment in the occupations or occupational fields for which training is offered.

3.45-5 *Supervised Practical Experience.* The program of instruction will combine and coordinate related instruction with at least one of the following kinds of occupational experience: field, shop, laboratory, cooperative work, or other occupational experience which is appropriate to the vocational objective of the individual. It will be of sufficient duration to develop the competencies needed to fit the student for employment in the occupation or occupational field for which the student is being trained. It will provide opportunities for experience in shops and laboratories and observations in business or industry to acquaint students with jobs in the occupations included in this purpose, and it will be supervised, directed, or coordinated by a person qualified under this state plan.

Cooperative education programs will be offered to provide occupational training for persons who, through a cooperative agreement between the school and the employer, receive related occupational instruction and on-the-job training through employment. Training agreements (preferably in writing) will be developed cooperatively between the school and employers. Such agreements will provide for:

(a) The employment of student workers in conformity with federal, state, and local laws and regulations and in a manner not resulting in exploitation of such student workers for private gain

(b) An organized program of training on the job

(c) Related occupational instruction in school

(d) Payment to student workers of the prevailing wage for employment and school credit for on-the-job training

3.45-6 *Class Size.* Enrollment in a class shall be limited to a size that ensures effective instruction and safe working conditions.

*3.46 Adequate Facilities and Materials.* Classrooms, libraries, shops, laboratories, and other facilities (including instructional equipment, supplies, teaching aids, and other materials) will be adequate in supply and quality to enable those who are to be trained to meet the vocational objectives for which the education is intended.

*3.47 Qualified Personnel.* The program of instruction will be conducted and supervised by qualified teachers and supervisors meeting the qualifications stipulated in Section 1.3 of this state plan.

Provision will be made by school districts for inservice training of vocational teachers.

*3.48 Student Organizations.* Provisions will be made for such vocational education student organizations as the Future Farmers of America, the Young Farmers, the Future Homemakers of America–Home Economics Related Occupations, the Vocational Industrial Clubs of America, the Future Business Leaders of America, the Distributive Education Clubs of America, and the Office Education Association, whenever and wherever possible when related vocational education instructional programs exist. Vocational education stu-

dent group activities should be considered as integral parts of the vocational instruction program and will be supervised by professional personnel who are qualified as instructors in accordance with the provisions of this state plan.

*3.49 Advisory Committees.* The governing board of each district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the instructional program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about each of the following: the disadvantaged, students, teachers, business, industry, school administration, and the local office of the Employment Development Department. When the vocational education advisory committee is not representative of a particular instructional area or a specific subject field, a separate advisory committee shall be used to review periodically the instructional program to determine the degree to which it has accomplished the committee's recommendations.

*3.410 Vocational Counseling and Guidance.* Provisions shall be made for vocational counseling and guidance services essential to the needs of students. Such services shall be designed to:

(a) Identify and encourage the enrollment of individuals needing vocational education.

(b) Provide the individuals with information necessary to make meaningful and informed occupational choices.

(c) Assist students pursuing a program of vocational instruction.

*3.411 Job Placement and Follow-up.* Adequate provisions will be made for:

(a) Preparing individuals upon completion of their vocational education program to apply for and secure employment

(b) Conducting follow-up studies to determine the effectiveness of the vocational instruction program and the effectiveness of the guidance and counseling personnel

*3.412 Qualified Staff.* Local education agencies, with the cooperation and assistance of the State Board staff, will provide for the inservice training and improvement of personnel assigned to counseling and guidance, job placement, and other ancillary services and will provide for their active participation in the planning, operation, and evaluation of vocational education programs.

*3.413 Achievement Levels and Skill Development.* Instructional content shall be commensurate with the achievement levels and skill ability of those enrolled and be designed so that job entry or advancement on the job can be achieved. School districts shall indicate how vocational guidance is assisting in providing educational opportunities in occupational programs.

*3.414 Evaluation.* An evaluation system shall be developed and maintained which will record the progress of the organization in reaching its planned objectives and which will provide for inputs from students, employers, and advisory-committee members, as well as from professional educators. Annual evaluation summaries will be compiled. Such reports will consist of specific suggestions for improving management, planning instructional programs, and student services as needed and will conform to conventions established by the State Board staff. Copies must be available to the state agency when requested.

Follow-up information on students leaving various occupational or vocational programs will be a part of each evaluation system. Such information should include, but shall not be limited to, employment or education status following departure from training at intervals of one, three, and five years.

*3.415 School District Administrative Services.* Adequate coordination and supervisory services are essential to maintain efficient vocational education instruction programs. The training offered in the school must have a definite correlation with job requirements as well as with the needs of the learners. Creation and maintenance of the harmony needed so that the vocational program can meet the learners' needs require coordination to ascertain the attitudes of labor, management, business, and government toward the program and to encourage their understanding, cooperation, and participation in further development of the program.

*3.416 Licensure and Certification.* The minimum program standards for those occupations that require licensure or certification shall be compatible with appropriate state and/or national codes and regulations.

*3.417 Records and Reports.* School districts shall maintain program records of student participation, achievement, placement, follow-up, and attributable costs. These records are to be supplied to the

State Board staff for program analysis and cost inventory together with responses to the following requests:

(a) Specify how the curriculum was kept current with changing occupational requirements, and describe implementation of any changes.

(b) Specify activities implemented to improve instruction, and provide suggestions for future improvements.

Additionally, districts shall maintain information regarding activities of advisory committees. Major recommendations and the actions taken for their implementation shall be delineated.

**3.5 Special Program Standards**

In addition to the general standards listed in Section 3.4, which apply to all vocational education programs, a number of standards apply to certain areas of instruction as listed in Section 3.3.

*3.51 Agricultural Education.* The following program standards apply especially to agricultural education.

3.51-1 Provisions shall be made for the directed or supervised occupational experience for persons who are preparing for employment in agricultural occupations. In addition to the related instructional program, these persons must engage in at least one of the following kinds of occupational experience: supervised agriculture project, field, shop, laboratory, cooperative vocational education, or other appropriate supervised occupational experience consistent with their occupational goal.

3.51-2 The instructional program will make provisions for adequate direction of students' supervised practice programs on a 12-month basis, and these programs will be supervised by qualified agriculture teachers.

3.51-3 Provisions will be made for:

(a) The transportation of teachers responsible for the supervision of supervised practice programs

(b) The necessary travel expenses of those conducting other official responsibilities related to such programs

3.51-4 The advisor of the local FFA chapter shall be a qualified vocational agriculture teacher who is currently teaching vocational agriculture classes.

*[3.52 deleted in 1975-76 edition]*

**3.6 Work Experience Education**

Three types of work experience education programs constitute integral parts of the total vocational education program in California. These types are identified as: exploratory work experience education (secondary only); general work experience education; and vocational work experience education. Each type involves an organized, systematic relationship between the school curriculum and job experience and is an essential component of career education.

*3.61 Objectives.* The objectives of work experience education vary with the types offered:

(a) *Secondary*

(1) Exploratory work experience education is a combination of related instruction and structured occupational experiences designed to assist the student in his career guidance and development process. The student will have the opportunity to systematically observe a variety of occupations. There is no intent to teach productive skills of any kind.

(2) General work experience education is a combination of related work experience education instruction and paid employment designed to assist the student in acquiring desirable work habits and attitudes. The paid employment need not be related to the student's career goal.

(3) Vocational work experience education is a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the student's occupational goal.

(b) *Community Colleges*

(1) General work experience education is a combination of related instruction and employment designed to assist the student in acquiring desirable work habits and attitudes. The employment need not be related to the student's career goal.

(2) Vocational work experience education is a combination of concurrent vocational classroom instruction and employment experiences directly related to the student's occupational goal.

*3.62 Occupations to Be Served.* The occupations that will be served by work experience education embrace all occupations recognized in this state plan and in the act.

*3.63 Program Standards.* The program standards for work experience education vary with the type of program offered.

3.63-1 *Exploratory Work Experience Education.* The following requirements will be met (excluding community colleges):

(a) The student-coordinator ratio maximum shall be 125 students for each full-time certificated coordinator or equivalent.

(b) Coordinators, in cooperation with business and industry, shall prepare a schedule of student observations.

(c) Coordinators shall work closely with guidance personnel and other staff in selecting students.

(d) Coordinators shall make periodic coordination contacts with business and industry to ensure that students' activities are educational and make a contribution to their vocational guidance.

(e) Coordinators shall prepare, in cooperation with the student, employer, and parent, an agreement outlining the responsibilities of each party to ensure the quality of the student's instruction.

(f) The number of hours of student assignment to an occupational area shall not exceed the time necessary to accomplish the objectives of the program and must comply with applicable state and federal labor laws and regulations. Students may not be assigned to production work.

(g) The district shall provide sufficient coordination time to ensure adequate program planning.

(h) The district shall provide a program of professional growth and development to ensure that work experience education personnel develop and maintain necessary skills and knowledges.

(i) Students shall be enrolled regularly in group and/or individualized instruction related to the purposes of the program.

3.63-2 *General Work Experience Education.* The following requirements will be met:

(a) The student-coordinator ratio maximum shall be 125 students for each full-time certificated coordinator or equivalent (excluding community colleges).

(b) Coordinators shall work closely with guidance personnel and other staff in selecting students.

(c) Coordinators shall make periodic coordination contacts with the students' work stations.

(d) Coordinators shall prepare, in cooperation with the student and employer, an agreement outlining the responsibilities of each party to ensure the quality of the educational experience. For secondary students the parent, the student, and the employer will cooperate in the preparation of such an agreement.

(e) The program shall be organized to ensure that a sufficient number of hours will be allowed to carry out the program objectives.

(f) The school shall provide sufficient coordination time to ensure adequate program planning.

(g) The district shall encourage professional growth and development to ensure that work experience education personnel develop and maintain necessary skills.

(h) A student shall be enrolled regularly in group and/or individualized instruction related to purposes of the program.

3.63-3 *Vocational Work Experience Education.* The following requirements will be met:

(a) Students may be enrolled in vocational work experience if their occupational goal is a matter of record.

(b) Students shall be concurrently enrolled in the regular vocational education program when such a program is available and consistent with their occupational goals. Should such vocational education programs not be available, students shall be regularly enrolled in other group instruction related to the purposes of the program.

(c) The student-coordinator ratio maximum shall be 125 students for each full-time certificated coordinator or equivalent (excluding community colleges).

(d) Coordinators shall prepare, in cooperation with the student, the employer, and the school staff, a plan of training for each student.

(e) Coordinators shall work closely with guidance personnel and other staff in selecting students.

(f) The coordinator shall make periodic coordination contacts at each student's training station to determine the adequacy and quality of training and to ensure the provisions of the plan of training.

(g) Coordinators shall prepare, in cooperation with the student and the employer, a training agreement outlining the responsibilities of each party to ensure the quality of each student's instruction. For secondary students the parent,

the student, and the employer will cooperate in the preparation of such an agreement.

(h) The program shall be organized so that each student will have the sufficient number of hours of training needed to accomplish the objectives of the plan of training.

(i) The district shall provide sufficient coordination time to ensure adequate program planning.

(j) The district shall encourage professional growth and development to ensure that work experience education personnel develop and maintain necessary skills.

3.63-4 *Summer-School Work Experience Education (Excluding Community Colleges)*

(a) Summer schools offering work experience education shall:

(1) Comply with the provisions of Article 5 (commencing with Section 10070), Chapter 1, Division 10, California Administrative Code, Title 5

(2) Conduct the program concurrently with the rest of the district's approved summer-school programs

(3) Maintain a student/certificated-coordinator ratio of not more than 25 students per certificated-coordinator hour

(4) Provide for a minimum of 180 minutes of group and individual related instruction each week in work experience education

(5) Grant a maximum of ten units of credit

(b) No pupil in a summer-school work experience education program or class, including those also enrolled in other summer-school classes, shall be credited with more than one day of attendance in any calendar day.

## 4.0 Vocational Education Programs for the Disadvantaged

In addition to the provisions in sections 1.0 through 3.0 of this part of this state plan, the following special provisions apply to programs for the disadvantaged when such programs are supported with federal funds under Section 102(b) of the act:

### 4.1 Required Allocation of Funds to Certain Areas

Funds made available to provide vocational education opportunites for the disadvantaged will be identified and administered in all areas of California having high concentration of youth unemployment or school dropouts.

*4.11 Disadvantaged Persons.* Disadvantaged persons are those individuals who have academic, socioeconomic, cultural, or other handicaps which prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services or both in order for them to benefit from a vocational education or a consumer and homemaking education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large; but it does not include physically or mentally handicapped persons unless such persons also suffer from handicaps described in this paragraph.

The identification of disadvantaged persons is the responsibility of the public educational agency (state, county, or school district) which will provide special vocational education programs for disadvantaged persons in its plan for vocational education.

*4.12 Areas to Be Served.* Areas to be served by special provisions for vocational education will be those areas with a high concentration of youth unemployment and school dropouts (persons who discontinued regular school attendance with insufficient preparation for employment or continued education). Such areas will be identified by using specific factors to be developed by resource agencies. Those cooperating agencies will include the State Employment Development Department, state and county welfare offices, the Division of Compensatory Education in the State Department of Education, and such other sources as may be of assistance.

*4.13 Accounting Procedures.* Accounting procedures will be maintained which will assure the identification and proper use of funds provided for special programs for the disadvantaged in conformance with the provisions of the act and the *California School Accounting Manual.*

*4.14 Supportive Services.* Special programs for the disadvantaged, in addition to providing instruction in vocational subjects, may include but not be limited to prevocational, remedial, and other instruction in basic skills and in communication and computation; guidance and counseling; special transportation facilities; tutorial services; and other services that are necessary to recruit vocational education students as well as meet the needs and interests of students enrolled in vocational education programs.

Information concerning job opportunities and availability of guidance services will be available to

meet the needs and interests of persons enrolled in vocational education programs and of potential vocational education students.

Provisions will be made for evaluation and follow-up studies designed to improve the program and to assess the success of the program.

*4.15 Inservice Training.* Inservice training opportunities for personnel involved in these programs shall be provided.

*4.16 Submittal of Applications.* Applications will be submitted to the State Board staff as individual proposals. Vocational education programs and services for disadvantaged persons shall be planned, developed, established, administered, and evaluated by state boards and local educational agencies in consultation with advisory committees which include representatives of such persons and in cooperation with other public or private agencies, organizations, and institutions having responsibility for the education of disadvantaged persons in the area or community served by such programs or services, such as community agencies, vocational rehabilitation agencies, special education departments of state and local educational agencies, and other agencies, organizations, and institutions, public or private, concerned with the problems of such persons.

*4.17 Action on Applications.* Projects for the disadvantaged [Section 102(b)] will be reviewed and evaluated and will be approved or disapproved in writing by the State Board staff in conformity with federal, state, and local laws and with regulations adopted by the State Board and the U.S. Office of Education. Specific procedures will include the following:

(a) Receipt, review, and evaluation of applications by the State Board staff

(b) Development of priority funding order by the State Board staff

(c) Notification by letter to local educational agencies of the status of their applications

Local educational agencies may request a hearing as specified in Section 1.10B for the purpose of appealing nonfunded applications.

#### 4.2 Participation of Students in Nonprofit Private Schools

To the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs include vocational education services described in this state plan, public educational agencies may contract for such services with nonprofit private schools.

*4.21 Contractual Services.* Such contracts shall be in writing and shall include:

(a) A listing of services which are in compliance with pertinent requirements in the act and the regulations pertaining to it

(b) Assurance of compliance with state and local laws

(c) Provision for control and adequate supervision by the public educational agency with which the contract is made

(d) Approval by the State Board or the Board of Governors and the State Department of Finance

#### 4.3 Noncommingling of Funds

Special accounting procedures, as indicated in Section 4.13 of this state plan, will establish and maintain methods and records which clearly discriminate among receipts, disbursements, and balances of the several funds and sources utilized.

Funds may not be used for costs of food or lodging or for medical and such other expenses which are not directly related to vocational education programs and services.

### 5.0 Vocational Education Research and Personnel Training

In addition to the provisions of Section 1.0 of this part of the state plan, the following special provisions shall apply to research and training supported by federal funds and under Part C of the act. The Vocational Education Amendments of 1968 authorize federal grants to the states to assist in: (1) vocational research and training; (2) experimental, developmental, or pilot vocational programs; and (3) dissemination of research information. The results of these programs and research efforts shall provide verification, substantiation, and information for existing vocational programs, as well as for the development of knowledge needed for new vocational program implementation or for changes.

#### 5.1 State Research Coordination

The responsibility for the coordination of research is established in the Program Services and Evaluation Unit, Vocational Education Support Unit of the State Department of Education. This coordinating activity shall take place between the Chancellor's Office, California Community Colleges, and the State Department of Education and

relate to school districts and other agencies, and it shall assist in maintaining, extending, and improving existing programs of vocational education and in developing new programs of vocational education by recommending and stimulating research and training activities and assisting those undertaking such activities and in the dissemination of the results of such research.

*5.11 Functions.* The function of this research activity shall be to:

(a) Identify statewide and State Board staff research needs and recommend priorities for a balanced program of vocational education research and research training

(b) Develop and recommend long-range and short-range vocational education research and research-training programs

(c) Stimulate and coordinate needed research at state and local levels

(d) Act as a liaison unit for California to coordinate vocational education research and research-training efforts with other states

(e) Develop and provide State Board staff and appropriate educational and research agencies with guidelines, application procedures, and forms for vocational education research and research-training projects

(f) Review and make recommendations on research and research-training proposals

(g) Provide assistance to State Board staff and appropriate educational agencies in integrating research and evaluation findings into existing vocational education programs

(h) Provide assistance to State Board staff and appropriate educational agencies in using research findings for making decisions about continuing, modifying, initiating, and discontinuing vocational education programs

(i) Identify and recommend results of research and research-training projects for development into exemplary-program projects

(j) Collect, summarize, and disseminate research and research-related information

*5.12 Staff.* The Chief, Program Services and Evaluation Unit, will be responsible for coordinating research functions listed in Section 5.11 in cooperation with research personnel, including specialists from the Chancellor's Office, California Community Colleges, and adequate clerical staff to carry out said functions.

**5.2 Application Procedures**

Research and research-training projects will be accepted both on a solicited and an unsolicited basis and shall be submitted to appropriate State Board staff. Projects will be solicited to fill voids that may exist in the total vocational education research program of California. Priorities for research and research-training activities will be generated from local, area, and statewide needs and will be made known to educational and research agencies prior to acceptance of solicited or unsolicited project requests for funding. The two steps required of an agency when applying for research funds are (1) submittal of a prospectus, and if the prospectus is approved, (2) submittal of an application. The required content, format, and procedures for applying will be distributed to educational and research agencies as provided in Section 5.11 (e) of this state plan.

*5.21 Submittal of Applications*

5.21-1 *Prospectus.* Research-project prospectuses will be accepted once annually. The purpose of the prospectus shall be to conserve the time and resources that would be wasted in preparing complete proposals for projects that would not be funded because of duplication, lack of priority, or inappropriateness.

The prospectus shall be limited in length and format to the forms provided. The following information shall be included in any prospectus submitted:

(a) The name and address of the applicant agency

(b) The name, title, address, and telephone number of the contact person for the agency

(c) Estimate of the funds requested and of the proposed contribution of local funds

(d) The topic or idea of the project and its importance to vocational education

(e) Specific, measurable objectives of the project

(f) A description of the activities that will attain the objectives

(g) A plan for determining whether or not each objective was attained

(h) A description of a plan for implementing and/or disseminating the results of the project

5.21-2 *Application.* Research project applications may be submitted only by those agencies that have

previously submitted a prospectus, received notification that the prospectus was approved, and been invited to submit an application. An application is the document that describes in detail the proposed project. If approved, it provides the actual plan of operation for the project.

The application shall be prepared on the forms provided. Additional material may be appended as needed to clarify or complete sections of the application. The following information shall be included in the application:

(a) A cover page containing the following:
  (1) Project title
  (2) Applying organization
  (3) Principal investigator, if applicable (researcher in charge of investigation)
  (4) Project director (administrative person in charge of the project)
  (5) Duration of activity, specifying proposed beginning and ending dates (projects of more than one-year duration must be resubmitted annually)
  (6) Funds requested, noting other support and identifying cost-sharing and total costs
  (7) Transmittal date
  (8) Potential source of outside funds. (At the contract-preparation time, the applicant must indicate any other source of outside funds that may be used for the project.)

(b) A one-page abstract of the project

(c) A contract between the applicant agency and the state education agency

(d) The proposal body, consisting of:
  (1) Basis for the project
  (2) Function of the project
  (3) Measurable objectives
  (4) Activities to achieve the objectives
  (5) Evaluation component
  (6) Plan for disseminating the results of the project
  (7) Description of facilities available to conduct the project
  (8) A list of project personnel and their qualifications
  (9) Budget section

*5.22 Review of Applications*

5.22-1 *Prospectus Review.* A panel of evaluators representing a cross-section of the vocational education field—community colleges, state colleges, area vocational centers, offices of county superintendents of schools, district-level personnel, universities, State Board staff, and other agencies concerned with educational research activities or interests—shall be convened as needed to review research and research-training prospectuses.

The panel shall consider the merit of the proposed research project in relation to:

(a) The value of the project to vocational education in relation to the cost of the project
(b) Available funds
(c) Evidence of well-defined topic and objectives
(d) Evidence of a clearly conceptualized plan to attain the objectives
(e) Long-range and annual priorities for vocational research established in this state plan
(f) The amount of local contribution in relation to local benefit, as compared to state benefit
(g) A comparison, in terms of (a) through (f) above, of each prospectus with all other prospectuses submitted for review

5.22-2 *Application Review.* Applications shall be reviewed and evaluated to determine appropriateness for funding. Each application will be reviewed and evaluated by a panel of at least three representatives from a cross-section of agencies listed in Section 5.22-1 of this state plan. Additionally, review services may be obtained of one or more experts in the field covered by the application.

Reviewers will evaluate each application for the following:

(a) The relationship of the purpose of the proposed project to priorities listed in materials provided for in 5.11(e) of this state plan
(b) The application is consistent with the approved prospectus and gives evidence of modifications and/or clarifications suggested by appropriate State Board staff at the time the prospectus was approved
(c) The stated objectives are consistent with the goal or purpose of the application
(d) The procedures or activities are specifically designed to attain and are appropriate for attaining the objectives
(e) An evaluation section that is appropriate to and adequate for the project
(f) Evidence that the agency has qualified personnel and adequate facilities to conduct the project
(g) Adequacy of plans for dissemination of results of the project
(h) Evidence that results of the project will have wider-than-local applicability for vocational education of youth and for adults

(i) The cost of the proposed project in relation to the need for, or value of, the resulting information or training to vocational education locally, statewide, and nationally

(j) The expected potential for using results of the proposed project in exemplary or regular vocational education programs

*5.23 Action on Applications*

5.23-1 *Action on Prospectus.* Research consultants will analyze each prospectus, taking under consideration the reviews, evaluations, and recommendations of the review panel; the availability of funds; the topic of the prospectus as a part of a balanced effort among the research and research-training goals provided for in 5.11(e) of this state plan; and the technical excellence of the project design. Agencies that have submitted prospectuses that are approved will be notified in writing by appropriate State Board staff and will be invited to submit an application. The approval of a prospectus does not guarantee that the subsequent proposal will be approved for project funding. Agencies that have submitted prospectuses that were not approved will be notified in writing by appropriate State Board staff. The notification letter will set forth the reasons that the prospectus was not approved.

5.23-2 *Action on Application.* Research consultants will analyze each application, taking under consideration the reviews, evaluations, and recommendations of the review panel and of outside experts, if any; the availability of funds; the potential contribution of the project to a balanced program of vocational education research for the state; the technical excellence of the project design; and all items under Section 5.22-2(a) through (j). The Program Services and Evaluation Unit will take one of the following actions for each application:

(a) Recommend the project for funding

(b) Recommend the project for funding providing that specified changes are made in the project prior to funding

(c) Disapprove the project. (When a project is disapproved, the applicant shall be notified by appropriate State Board staff and given reasons for the disapproval.)

(d) Defer action. (If action is deferred, the application must be reviewed at least every 60 days and the applicant notified of the status.)

Applications that have been disapproved may be revised and resubmitted by the applying agency.

Deferred applications may be revised or cancelled by the applicant agency. Any application that is resubmitted must show original identification numbers assigned and all previous dates that the application was submitted.

Applications that are approved will be submitted to the Joint Committee on Vocational Education representing the California State Board of Education and the Board of Governors of the California Community Colleges. If approved by the Joint Committee on Vocational Education, the applications will be submitted to the California State Board of Education. Upon approval by the California State Board of Education, the applicant agency shall be notified by appropriate State Board staff. The letter of notification of approval shall include performance requirements and funding arrangements.

*5.3 Notification to Commissioner*

Three copies of each proposal approved by the State Board of Education will be forwarded to the U.S. Commissioner of Education, via the appropriate regional office, within 15 days after approval. Each copy submitted shall include the following information: (1) amount of federal funds under section 131(b), other federal vocational funds, and state/local funds obligated for the project; and (2) fiscal year to which the obligation is charged.

(a) Three copies of the final report for each completed project funded under section 131(b) will be forwarded to the appropriate regional office of the USOE.

### 6.0 Exemplary Programs and Projects

In addition to the provisions in Section 1.0 of Part I of this state plan, the following special provisions apply to exemplary programs and projects supported with federal funds under Part D of the act. (Refer to Appendix for the definition of "exemplary program.")

#### 6.1 Application Procedures

*6.11 Submittal of Applications.* Applications will be submitted to the State Board staff as individual proposals. Included in the applications will be descriptions of the nature, duration, purpose, and plan of the project. Further, the applicant will state: the value of the program to vocational education; the degree and manner of participation by students enrolled in nonprofit private schools; the methods of providing objective evaluation; the use to be made of the results in regular programs of vocational education; the qualifications of the personnel who will be responsible for the program

or project; justification of the funds requested; and the portion of the total cost to be borne by the applicant.

*6.12 Review of Applications.* The applications will be evaluated on the basis of such pertinent factors as:

(a) Impact on meeting vocational education needs of disadvantaged and handicapped youth
(b) Impact on reducing youth unemployment
(c) Extent to which the project promotes cooperation between public education and manpower agencies
(d) Involvement and/or participation by nonprofit private schools
(e) Relevance to priority areas in vocational education specified in the local plan and to vocational education programs, services, and activities described
(f) Adequacy and competence of personnel designated to carry out the program or project
(g) Adequacy of facilities
(h) Reasonableness of cost estimates
(i) Anticipated outcomes
(j) Projected use of findings
(k) Expected potential of the proposed program or project being made a part of the regular vocational education program
(l) Previous exemplary programs or projects developed and demonstrated (if any) and the results obtained

*6.13 Action on Applications.* In acting on applications, the State Board staff will recommend to the State Board through the Joint Committee on Vocational Education either approval of the application in whole or in part, or disapproval of the application, or deferred action on the application. It is stipulated that:

(a) Any deferral or disapproval of an application will not preclude its reconsideration or resubmittal.
(b) The State Board staff will notify the applicant in writing of the disposition of the application.
(c) The award letter for any State Board grant or contract conditions will include the approved budget and grant or contract award conditions which the applicant will accept in accordance with state law.

**6.2 Program or Project Requirements**

All exemplary programs or projects for which the State Board makes grants or contracts will meet the following requirements:

*6.21 Coordination with Other Programs*

6.21-1 *Organizations Eligible for Funding.* For purposes of carrying out this part of the act, the State Board may make grants to local and county educational agencies or other public or nonprofit private agencies, organizations, or institutions. It may contract in addition with public or private agencies, organizations, or institutions, including business and industrial concerns, upon such terms and conditions that are consistent with the provisions of this part of the act and that are consistent with this state plan, as the State Board determines will most effectively carry out the development, establishment, and operation of exemplary and innovative occupational education programs or projects designed to serve as models for use in vocational education programs.

6.21-2 *Coordination Between Agencies.* A coordinating committee representing the State Board, the Board of Governors, and other state and local agencies having responsibility for similar programs and projects will be established. Exemplary programs and projects developed and operated under this state plan will be coordinated through the coordinating committee with other programs and projects having the same or similar purposes.

6.21-3 *Dissemination of Information.* The State Board staff will annually prepare a publication which contains the descriptions and results of exemplary programs conducted by all representatives of the coordinating committee during the preceding year. Copies of this publication will be distributed to appropriate agencies throughout California and to the U.S. Office of Education.

*6.22 Participation by Students in Nonprofit Private Schools.* All applications from local educational agencies for financial assistance under Section 6.0 must contain assurance that provision will be made for students in nonprofit private schools to participate in a genuine and meaningful manner in exemplary programs and projects in the area whenever such programs or projects are pertinent to the vocational education needs of such students.

Participation will be consistent with the number of students enrolled in the nonprofit private schools in the area and with the vocational education needs of those students. The determination of the appropriateness of such participation and the vocational education needs of such students will be made by the local educational agency through consultation with representatives of the nonprofit private school(s).

The policies governing participation by students in nonprofit private schools are as follows:

(a) Administrative direction and control shall be maintained by the local educational agency.

(b) Any program or project carried out on public premises and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools shall not involve the separation of students on the basis of school enrollment or religious affiliation.

(c) Applications for assistance under Section 6.0 will indicate the number of students from nonprofit private schools to be served and the exact nature of the services to be provided to these students.

(d) Public school personnel may be made available on other than public school premises only to the extent necessary to provide vocational education services required by the students for whose needs such services were designed, and only when such services are not normally provided at the private school.

(e) Vocational education services provided with federal funds shall not include the payment of salaries of teachers or other employees of private schools, except for services performed outside their regular hours of duty and under public supervision and control; nor shall they include the use of equipment on private-school premises or the construction of private-school facilities.

*6.23 Noncommingling of Funds.* Federal funds made available will not be commingled with state or local funds so as to lose their identity as federal funds. It shall not be necessary, however, to establish separate bank accounts for federal funds, so long as accounting methods will be used which assure that each expenditure of federal funds made available under Part D of the act can be identified separately.

*6.24 Notification to Commissioner.* Three copies of each grant or contract approved by the State Board of Education will be forwarded to the U.S. Commissioner of Education, via the appropriate regional office, within 15 days after approval. Each copy submitted shall include the following information: (1) amount of federal funds under Section 142(d), other federal vocational funds, and state/local funds obligated for the project; and (2) fiscal year to which the obligation is charged.

(a) Three copies of the final report for each completed project funded under Section 142(d) will be forwarded to the appropriate regional office of the USOE.

*6.25 Waiver of Standards and Requirements*

6.25-1 *State Plan Waiver.* In special cases as a part of program development, the State Board and the Board of Governors, through their staffs, may waive, with respect to an exemplary program, any standards or requirements in this state plan if such standards and requirements are not specifically prescribed by the acts and the federal regulations. In such cases, the State Board, through its staff, will submit to the U.S. Office of Education information regarding the purpose and duration of the program, and the terms and conditions of financial participation, and the provision(s) in this state plan to be waived.

6.25-2 *Federal Regulations Waiver.* In special cases as a part of program development, the State Board, through its staff, will submit to the U.S. Commissioner of Education a request for approval of an exemplary program which requires a waiver of standards and requirements prescribed by the federal regulations. Such request will include information regarding the purpose and duration of the program and the provision(s) in the federal regulations (and corresponding provision in this state plan, if any) to be waived. No federal funds will be used to support such a program until notice of approval by the U.S. Commissioner of Education has been received, and then only to the extent of such approval.

## 7.0 Residential Vocational Education Schools

In addition to the provisions in Section 1.0 of Part I of this state plan, the following special provisions apply to residential vocational education schools supported with federal funds under Part E of the act.

### 7.1 Procedures for Establishing Residential Facilities

*7.11 State-Operated Facilities.* The State Board does not propose to construct or operate residential vocational schools except through arrangements with local educational agencies.

*7.12 Locally Operated Facilities*

7.12-1 *Submittal of Applications.* Public educational agencies, organizations, or institutions may initiate and submit proposals for planning, construction, and operation of residential vocational education school facilities. Such proposals must include the following elements:

(a) Justification with respect to the degree to which areas of high concentration of unem-

ployed youth and school dropouts are to be served
(b) Justification of need based upon an inventory of existing programs and facilities and the extent of availability of such programs and facilities
(c) Assurances with respect to adherence to the standards of construction as provided in the statutes of the state of California
(d) Financial resources and financial feasibility
(e) Attention upon items included in Section 7.13 of this state plan

7.12-2 *Review of Applications.* Proposals are to be submitted to the State Board staff in sufficient detail to allow satisfactory appraisal of their contribution to the purposes of the act and to the requirements of this state plan.

In reviewing and evaluating such proposals, the following criteria shall be applied and shall be used in the determination of both eligibility and priority:

(a) The impact on reducing youth unemployment
(b) Relevance to the district's annual and long-range plans
(c) Relevance to the long-range plans in Part II of this state plan
(d) The adequacy of facilities
(e) The reasonableness of cost estimates
(f) Attention to area and interdistrict planning
(g) Relevance to long-term manpower needs
(h) All items included in Section 7.13 of this state plan

7.12-3 *Action on Applications.* Projects will be reviewed by the State Board staff and the Bureau of School Planning of the State Department of Education to determine whether regulations governing financing have been met and whether their purposes are appropriate and reasonable.

Following staff evaluation, recommendations will be made to the State Board, through the Joint Committee on Vocational Education, for approval, disapproval, or deferral. Such recommendations will be communicated in writing to the applicant. Upon action by the State Board, the applicant will be notified in writing concerning the disposition of the proposal. Should the applicant be dissatisfied with the decision, an appeal may be made as provided in Section 1.10B of this state plan.

7.12-4 *Consultation.* When appropriate, the State Board staff will consult with school districts, the State Employment Development Department, labor and management groups, business and industry, agricultural interests, groups and organizations interested in the home economics program, and other professional and lay persons who are able to provide valid and objective views in the evaluation of proposed projects.

7.12-5 *Clearances.* Projects involving construction are cleared with the Office of Architecture and Construction, Department of General Services, State of California.

*7.13 Priority Allocation of Funds to Certain Areas.* Projects will be funded in the order of their relative priorities and to the extent funds are available to California under the act.

Priority of funding is established through consideration of the following criteria:

(a) Particular consideration will be given to programs best designed to:
  (1) Fulfill current or projected manpower needs in existing occupations at the local level; or
  (2) Fulfill new and emerging manpower needs at the local, state, and national levels
(b) Extent to which projects effectively serve areas of high concentration of youth unemployment and school dropouts as defined by the State Board
(c) Extent of educational planning which defines philosophy, purposes, and specific goals of the residential vocational education schools; articulation with other vocational enterprises in the geographical area defined by the State Board; analysis of characteristics of potential students; provisions for clusters of occupations and specific vocational education
(d) Relative effort currently being put forth by local educational agencies to meet the vocational education needs in the areas defined by the State Board
(e) Long-range needs for a residential vocational education school in the geographical areas to be served
(f) Consideration given to the feasibility of providing residential facilities for existing vocational education facilities
(g) Extent to which instructional and guidance services are considered adequate for unemployed and dropout youth, which includes provisions for basic or remedial education, communication skills, job-related instruction, employability education (testing, interviewing, employment forms, working rules and regulations), health and safety

instruction, driver training, consumer education, and motivation to work
(h) Extent to which project is linked with other resources, such as the Comprehensive Employment and Training Act, the Department of Rehabilitation, Work Incentive programs, the Employment Development Department, GI Bill of Rights, Bureau of Indian Affairs, and the like
(i) Consideration given to methods of providing students with subsistence money
(j) Percent of expenditure the local training agency is willing to make toward support of the project
(k) Evidence of community support for the residential vocational education school, including recommendations of advisory committees, school boards, municipal governments, community organizations, labor unions, business and industry, and the like
(l) Consideration given by applicant to staffing with competent teachers and administrators, inservice training, and a continuous staff development program
(m) Description of how the training agency will cooperate with the Employment Development Department and other manpower agencies
(n) Relevance to annual and long-range provisions of this state plan
(o) Extent to which efforts have been made to include provisions for handicapped youth

**7.2 Requirements**

Residential vocational education schools (RVES) will meet the following objectives and requirements:

*7.21 Purpose of Program.* Residential vocational education schools will provide vocational education, including room, board, and other necessities, for youth who are at least fourteen years of age but who have not reached twenty-one years of age at the time of admission to training and who need full-time study on a residential basis and can profit from such instruction. Juveniles may not be assigned to such schools as a result of delinquent conduct.

Priority will be given to servicing persons in geographic areas of high concentration of youth unemployment and school dropouts.

*7.22 Nondiscrimination.* Selection of students will be without regard to sex, race, color, religion, national origin, or place of residence within the state. Facilities will not be used in a manner resulting in racial segregation.

*7.23 Employment Opportunities.* Vocational course offerings will include fields for which labor-market analyses indicate a present or continuing need for trained manpower. Courses offered will be designed to prepare enrollees for entry into employment or advancement in such fields.

*7.24 No Fees or Charges.* Fees, tuition, or other charges will not be required of students.

*7.25 Local Support.* The federal share of the cost of planning, construction, and operating residential vocational education facilities shall not exceed 90 percent of the costs incurred in any fiscal year.

*7.26 Size and Location.* In determining "areas of high concentration of youth unemployment and school dropouts," the State Board shall designate specific areas of the state which meet the following criteria:

(a) *Unemployment Ratio.* The current rate of unemployment of persons aged sixteen through nineteen in the area is at least 12 percent, and the average annual rate of such unemployment is at least 50 percent above the national average for three of the preceding four calendar years; or 75 percent above the national average for two of the three preceding calendar years; or 100 percent above the national average for one of the two preceding calendar years.
(b) *School Dropout Rate.* The current school dropout rate in the area is in excess of the overall state rate.

*7.27 Sources of Information.* The State Board staff shall obtain information from the following sources:

(a) *State Employment Development Department.* Youth employment rates will be obtained from surveys made by the State Employment Development Department. The figures will be updated annually.
(b) *State Department of Education.* School dropout rates are obtained by the State Department of Education from all school districts in the state.

*7.28 Disposition of Facilities and Equipment.* Whenever residential vocational education facilities or items of equipment are sold or no longer used for a purpose permitted under the act, the federal government shall be credited with its proportionate share of the value of such facilities at that time. The value is determined on the basis of the sale price or the fair market value in the case of

discontinuance of use or diversion for other than vocational education purposes.

**7.3 Notification to Commissioner**

The State Director of Vocational Education will forward a copy of a grant or contract to the Commissioner within 15 days after it is approved.

## 8.0 Consumer and Homemaking Education

Consumer and homemaking education is an instructional program designed to assist individuals and families to meet the challenges of daily living. The program encompasses management of finances, resources, and services; child development and family relations; housing and home furnishings; foods and nutrition; and clothing and textiles.

In addition to the provisions in Section 1.0 of this state plan, the special provisions described in sections 8.1, 8.2, and 8.3 will apply to consumer and homemaking education programs supported by federal funds as stated under Part F, Section 161(b) of the act for the specific purposes of:

(a) Developing educational programs which:

(1) Encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas

(2) Encourage preparation for professional leadership

(3) Are designed to prepare youths and adults for the role of homemaker or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner

(4) Include consumer education programs

(5) Are designed for persons who have entered or are preparing to enter the work of the home

(b) Providing ancillary services, activities, and other means of assuring quality in all homemaking education programs, such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, and provision of equipment.

**8.1 Establishing and Operating Programs**

*8.11 State-Operated Programs.* The State Board and the Board of Governors do not operate programs of consumer and homemaking education.

*8.12 Locally Operated Programs.* Locally operated programs will be planned and submitted to the State Board staff in conformity with forms, instructions, and guidelines. Other assistance will be provided as may be necessary to assure potentially effective programs and compliance with the act and regulations provided by the Commissioner, Section 1.0 of this state plan, and the following procedures:

8.12-1 *Submittal of Applications.* Applications will be submitted to the State Board staff in sufficient detail that will permit preliminary evaluation and assurance that:

(a) The program conforms to the standards of consumer and homemaking education established by the State Board staff and described in Section 8.2 of this state plan.

(b) Applications, when appropriate, will include justification for selection of those areas determined to be economically depressed and having a high rate of unemployment (see sections 1.10C and 8.13 of this state plan).

8.12-2 *Review of Applications.* The review of applications will be the responsibility of the State Board staff. The review for approval will include the application of such criteria as the probable impact of the proposed program on youth and adults, especially those who come from economically depressed areas; the relationship of the proposed program to the annual and long-range plans of the district; the adequacy of the district's facilities for the proposed program; the reasonableness of cost estimates shown on the application; the plans for staffing the proposed program; and the provisions for supervision and evaluation of the proposed program.

8.12-3 *Action on Applications.* The State Board staff will evaluate applications and make recommendations to the State Board through the Joint Committee on Vocational Education. (The procedures are the same as those stated in Section 3.22-2.)

*8.13 Required Allocation of Funds to Certain Areas.* At least one-third of the funds allotted to the state under Part F of the act shall be used for consumer and homemaking education programs in economically depressed areas or areas with high rates of unemployment as determined in Section 1.10C of this state plan.

*8.14 Allocation of Funds for Part F Purposes.* The procedures shall be the same as those described in sections 3.1 and 3.2 of this state plan, with the following exceptions:

(a) Consumer and homemaking education a.d.a. as it exists in each school district in the state will be substituted in the entitlement formula for the total vocational education a.d.a.
(b) References related to manpower needs do not apply to consumer and homemaking education programs.
(c) Part F funds released or unclaimed by a local educational agency will be reallocated by the state. Priority will be given to programs designed for economically depressed areas or areas of high unemployment to ensure that at least one-third of the state's Part F funds are allocated for programs in economically depressed areas. Reallocations will take place from time to time during the fiscal year when funds accrue.

**8.2 Required Content of Program**

*8.21 Program Standards.* A consumer and homemaking education program must meet the following standards:

(a) The program is based on the social and cultural conditions of the community and the needs of youth and families as identified and stated in the district plan for vocational education.
(b) The program is planned and evaluated with the advice and involvement of the students, parents, administrators, and representatives of community groups and agencies.
(c) The program gives primary emphasis to the consumer aspects in each of the following: management of finances, resources, and services; child development and family relations; housing and home furnishings; food and nutrition; and clothing and textiles.
(d) The program is designed to prepare youth and adults for the role of homemaker, including management techniques for homemakers who are employed outside the home.
(e) Teachers of consumer and homemaking education participate in state and/or local inservice education activities and/or other ancillary activities related to identified needs for developing and strengthening the instructional program.
(f) Instruction on consumer and homemaking education is given by a qualified teacher who holds a valid California credential which authorizes teaching in the subject assigned. The teacher has professional training with a major or minor in home economics.

*8.22 Quality of Instruction.* So that a high quality of instruction may be maintained, the following items shall be considered:

8.22-1 *Duration and Intensity.* The instructional program shall be sufficiently intensive and extensive to enable the student to develop consumer and homemaking skills and competencies in value judgment and decision making.

8.22-2 *Class Enrollment.* Class enrollment shall be limited to the number of students that ensures effective instruction

8.22-3 *Future Homemakers of America.* Provision will be made for youth organizations where appropriate. Activities of the organization are an integral part of the instructional program and shall be supervised by teachers of consumer and homemaking education.

8.22-4 *Evaluation.* Local programs, services, and activities will be evaluated with sufficient extensiveness and frequency to enable school districts to carry out their stated objectives effectively. Districts will evaluate the extent to which the standards of consumer and homemaking education and their annual plans for consumer and homemaking education have been met.

8.22-5 *Advisory Committee.* A formal advisory committee organized for the specific purpose of improving the total program in consumer and homemaking education shall include representatives of community groups and agencies which are assisting families, particularly those in economically depressed areas

**8.3 Ancillary Services and Activities**

The general provisions in Section 1.3 of this state plan apply to the state-level administration, supervision, and evaluation of consumer and homemaking education supported with federal funds under Part F of the act.

*8.31 State Board Staff Members.* The titles of the officials with authority for these functions in the Bureau of Homemaking Education, State Department of Education, are: chief, assistant chief, regional supervisors, and special supervisors.

The title of the official with authority for these functions in the Chancellor's Office, California Community Colleges, is: Consultant for Home Economics Education.

*8.32 Qualifications.* The minimum qualifications for these staff members are outlined in sections 1.31-6 and 1.31-8(c)(1) of this state plan.

*8.33 Responsibilities.* The responsibilities of these staff members, in addition to the provisions listed in Section 1.31-2 of this state plan, are to:

8.33-1 Provide for inservice education for teachers, supervisors, and other personnel in consumer and homemaking education

8.33-2 Assist teachers, supervisors, and administrators in the development of curriculum for consumer and homemaking education

8.33-3 Promote the development of special demonstration and experimental programs for consumer and homemaking education and to assist teachers with the development of these programs

8.33-4 Assist teachers and administrators in the identification and selection of equipment for consumer and homemaking education

*8.34 Future Homemakers of America.* Provisions will be made for the Future Homemakers of America whenever and wherever appropriate. Vocational education youth group activities should be considered as integral parts of the instruction program. These activities will be supervised by professional personnel who will qualify as instructors in accordance with the provisions of this state plan. All necessary arrangements for supportive assistance are considered to be appropriate expenditures of vocational education and district funds.

*8.35 Supporting Staff.* Provisions will be made for contracting with educational agencies for supporting staff with special capabilities to ensure quality in all consumer and homemaking education programs and in the Future Homemakers of America programs.

8.35-1 *Qualifications.* The minimum qualifications of other supporting staff members shall include training and experience commensurate with the assigned responsibility of the position.

8.35-2 *Responsibilities.* The responsibilities of these supporting staff members are to provide special consultive service to state, district, or local educational agencies to ensure quality in all consumer and homemaking education programs and in youth group programs.

## 9.0 Cooperative Vocational Education Programs

In addition to the provisions cited in Section 1.0 of this part of the state plan, the following special provisions will apply to cooperative vocational education programs supported by federal funds under Part G of the act.

### 9.1 Procedures for Approval of Cooperative Vocational Education Programs

Cooperative vocational education programs provide vocational education through the combination of on-the-job training and concurrent related vocational instruction organized and coordinated by the school. In addition to the requirements that follow, cooperative vocational education programs must comply with the requirements for vocational work-experience education as outlined in the Education Code, Division 7, Chapter 5, Article 5.5, sections 5985 through 5992, and the California Administrative Code, Title 5, Education, sections 10070–10078 and 54020–54027. For mentally and physically handicapped minors, the cooperative vocational education program must comply with the general provisions of the work-study program as outlined in the California Administrative Code, Title 5, sections 3404–3412 and 3470–3477 pursuant to Education Code sections 152 and 160.

*9.11 Submittal of Applications.* Local educational agencies will be invited to submit applications for funds at such times as may be designated by the State Board staff. Applications will include data concerning cooperative vocational education as follows:

(a) Description of the type(s) of vocational education to be provided
(b) Organizational structure for operation of the program
(c) Duration of program
(d) Purpose of the program and its intended value to vocational education
(e) Estimated enrollment and provisions for granting school credit
(f) Fiscal data
(g) Students to be served
(h) Qualifications of staff
(i) Provisions for:
  (1) Cooperation with employment agencies, labor groups, employers, and community agencies
  (2) Reimbursement of added costs to employers
  (3) Reimbursement of additional costs to students
  (4) Ancillary services and activities
  (5) Services to areas of high concentrations of youth unemployment and school dropouts
  (6) Services to students enrolled in nonprofit private schools
(j) Participation by students from private nonprofit schools, including (see also Section 9.26):
  (1) Description of services to be provided
  (2) Number of students to be served
  (3) Method of determining need

(4) Assurance that services provided are not normally available at the private school
(5) Assurance that administrative control of services shall be maintained by the local educational agency
(6) Assurance that joint participation of students will avoid forming of classes separated by school enrollment or religious affiliation

*9.12 Review of Applications.* Applications from local educational agencies will be reviewed by State Board staff. School districts will be provided consultation services for the purposes of complying with the provisions and priorities in the act. The review criteria used by the State Board staff will be designed to determine:

(a) Extent to which the project will reduce youth unemployment and dropout rates
(b) Plans for achieving cooperation between the educational agency and potential public or private employers
(c) Relevance to annual and long-range plans
(d) Adequate provision for ancillary services which will facilitate success of the program
(e) Evidence that the program combines gainful employment in a recognized occupation and related or supplementary classes in school adequately supervised, coordinated, and evaluated by the employer and the educational agency
(f) Adequacy and competency of staff
(g) Reasonableness of program cost
(h) Adequacy of facilities
(i) Number of students served

9.12-1 *Priority.* Programs which are designed to serve areas with high dropout and youth unemployment rates will receive priority consideration in the allocation of funds.

*9.13 Action on Applications.* Cooperative vocational education programs will be reviewed, evaluated, and approved or disapproved in writing by the State Board staff in conformity with federal, state, and local laws, as well as regulations adopted by the State Board and the U.S. Office of Education. Specific procedures will include:

(a) Notification to local educational agencies of application procedures outlined in Section 9.11
(b) Receipt, review, and evaluation of applications by State Board staff
(c) Development of priority funding order by State Board staff
(d) Notification in letter form to local educational agencies of the status of their applications

Local educational agencies may request a hearing as specified in Section 1.10B for the purpose of appealing nonfunded applications.

**9.2 Requirements of Cooperative Vocational Education Programs**

Cooperative vocational education is a cooperative program which combines relevant work experience with related instruction that enables students to acquire the knowledge, skills, and attitudes necessary to enter and/or progress in a chosen occupation. The definition and applicable program standards for cooperative vocational education are as follows:

(a) *Definition.* A cooperative vocational education program is designed for persons who, through an arrangement between the school and employers, will receive instruction in required academic courses and related vocational instruction by both study in school and with a job in any occupational field. These two experiences, however, must be planned and supervised by the school and employers so that each experience contributes to the student's education and to his employability. Work periods and school attendance will be flexible and may be scheduled on alternate half-days, full days, weeks, or other periods of time that will fulfill the requirements of the cooperative vocational education program.

(b) *Program Standards.* The following program standards must be met:

(1) The program must be operated by a coordinator or teacher-coordinator who shall hold a valid California credential authorizing the holder to teach a vocational education subject (see Section 1.32 of this state plan).
(2) Teachers of related vocational subjects shall hold a valid California credential authorizing the teaching of the vocational education subject.
(3) A student/teacher-coordinator ratio shall be maintained to ensure quality of student instruction and to provide adequate coordination of employment experiences.
(4) Coordinators or teacher-coordinators shall prepare a plan of training in cooperation with the student, employer, and related vocational instruction teachers.
(5) Coordinators and/or teacher-coordinators shall make periodic personal contacts at the students' training stations to determine the adequacy and quality of training and to

ensure that the provisions of the plan of training are being met.

(6) Coordinators and/or teacher-coordinators shall prepare, in cooperation with the student, employer, and parent, or guardian when appropriate, a training agreement outlining the responsibilities of each party to ensure the quality of a student's instruction.

(7) The program shall be organized to ensure that each student will have a sufficient number of hours of training to accomplish the objectives of the plan of training.

(8) The district shall provide sufficient coordination time to ensure adequate program planning.

(9) The district shall provide a program of professional growth and development to ensure that the cooperative vocational education personnel will be able to develop and maintain necessary skills and knowledge.

*9.21 Purpose.* Cooperative vocational education programs will be administered by local educational agencies with the participation of public and private employers providing on-the-job training that may not otherwise be available to persons who can benefit from such programs.

*9.22 On-the-Job Training Standards.* All approved programs will provide on-the-job training that (1) is related to existing career opportunities; (2) does not displace other workers; and (3) employs student-learners in conformity with all applicable state and federal laws and regulations.

*9.23 Identification of Jobs.* Programs will be approved only if information is provided in the application which indicates cooperation in identifying suitable jobs between the local educational agency and employment agencies, labor groups, employers, and other community agencies.

*9.24 Additional Costs to Employers.* Applications from local educational agencies shall set forth provisions to comply with the following:

9.24-1 *Policies*

(a) Payment may be made to employers only for costs, which if not reimbursed, would preclude the employment of student-learners.

(b) Priority is to be given to employers of disadvantaged and handicapped students where it is clearly indicated that without such reimbursement, the identified students would not be able to participate.

(c) Costs of employment must be those expenses directly incurred as a result of employing the student-learner and clearly indicated as being above regular employer-related expenses.

(d) All costs shall be stipulated in the training agreement prior to employment of students.

9.24-2 *Procedures.* Applications from local educational agencies shall include specific statements which comply with the policies in Section 9.24-1 and eligible cost categories in Section 9.24-3 of this state plan.

9.24-3 *Eligible Cost Categories*

(a) Direct student-learner payroll-related costs

(b) Direct cost of additional supervision

(c) Direct cost of instructional aids and materials

*9.25 Costs to Students.* Applications from local educational agencies shall set forth provisions to comply with the following:

9.25-1 *Policies*

(a) Payment may be made only for student-incurred costs which are unusual or in excess of those reasonably required by students in the occupation performed.

(b) Payment may be made only for costs which do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

(c) Payment of eligible excess costs may be made to the vendor.

9.25-2 *Procedures.* Applications from local educational agencies shall include specific statements which comply with the policies in Section 9.25-1 and eligible cost categories in Section 9.25-3 of this state plan.

9.25-3 *Eligible Cost Categories*

(a) Transportation of students

(b) Uniforms, supplies, equipment, and tools used exclusively for training

*9.26 Participation by Students from Nonprofit Private Schools.* All applications from local educational agencies must contain assurance that provision will be made to serve students in nonprofit private schools. Such compliance will assure that cooperative vocational education programs will be available to nonprofit private schools to the extent consistent with the number of students enrolled in nonprofit private schools within the geographic area served by the program and with the vocational education needs of such students. A determination of these needs will be made by the local educational agency through consultation with persons representing the nonprofit private school(s) to be

served. The following arrangements for provision of services are authorized:

(a) Dual enrollment, mobile equipment, and educational radio or television. These services may include related professional and nonprofessional services.

(b) Public school personnel may be made available only to the extent necessary to provide cooperative vocational education services required by the students for whose needs such services were designed, and only when such services are not normally provided at the private school.

(c) Personnel of private schools may be used for services performed outside their regular hours of duty, and only under the direction and control of the local educational agency.

9.26-1 *Policies*

(a) Administrative direction and control shall be maintained by the local educational agency.

(b) Programs carried out in a public school involving private school students shall not separate enrollments by school enrollment or religious affiliation.

(c) Applications will indicate the number of students from nonprofit private schools to be served and the exact nature of the services provided for these students.

*9.27 Noncommingling of Funds.* Local educational agencies must, through their accounting procedures, ensure that funds from federal sources will not be commingled with state and local funds.

*9.28 Evaluation and Follow-up Procedures.* In addition to other provisions of this state plan for evaluation of vocational education programs, the local educational agency shall make specific provisions for continuous quantifiable evaluation and follow-up of students enrolled in cooperative vocational education programs [see sections 1.5 and 9.2(b)].

### 9.3 Ancillary Services and Activities

*9.31 State Supervision.* State Board staff shall provide supervision and evaluative services consistent with the provisions of sections 1.14, 1.3, and 1.5 of this state plan.

*9.32 Preservice and Inservice Training.* State Board staff shall provide for both preservice and inservice training programs for local personnel that will ensure quality in cooperative vocational education programs.

*9.33 Instructional Materials and Other Ancillary Activities.* Provision shall be made by local educational agencies for adequate instructional materials and other ancillary activities that are necessary to carry out cooperative education programs effectively.

## 10.0 Work-Study Programs for Vocational Education Students

In addition to the provisions in Section 1.0 of this state plan, the following special provisions will apply to work-study programs for vocational education students supported by federal funds under Part H of the act.

### 10.1 Procedures for Approval of Work-Study Programs

School districts which desire to conduct work-study programs supported by federal funds shall submit to the State Board staff a plan prepared in sufficient detail for the State Board to determine whether all provisions of the federal, state, and local laws and regulations will be met.

*10.11 Submittal of Applications.* Plans and proposals for work-study programs submitted by school districts shall include:

(a) The school district's plan for administering the program

(b) Policies and procedures for determining student eligibility

(c) Policies and procedures for determining hours of work, compensation, and places of employment

(d) The percent of male and female youth within the ages eligible for participation in the work-study program who have dropped out of school

(e) The number of unemployed youths within this same age range

(f) The percent of the total population in this age range represented by these unemployed persons.

*10.12 Review of Applications.* Applications for approval of school district work-study programs will be reviewed by the State Board staff and will be evaluated mainly on the basis of their adequacy in reference to Section 10.11 of this state plan. Consideration will be given also to:

(a) The extent of youth unemployment and school dropout rate of youths between fifteen and twenty-one years of age, inclusive

(b) Nature and amount of district support,

including financial, personnel, and ancillary services

*10.13 Action on Applications.* On the basis of policies and guidelines provided by the State Board staff, the State Board staff will review and evaluate all school district applications and will notify the district in writing of actions regarding approval, disapproval, or deferral. Decisions will be based on:

(a) Adequacy of the application in meeting the needs of students

(b) Compliance with pertinent laws, rules, and regulations

(c) Priorities assigned in terms of comparative need among the applying school districts

(d) The amount of federal funds available for this program

(e) Evidence of support within the school district

**10.2 Requirements of Work-Study Programs**

Except as provided in Section 10.3 of this state plan, funds allocated to the state under Part H of the act will be expended solely for the payment of wages of students employed pursuant to work-study programs approved by the State Board which meet the following requirements:

*10.21 Administration of Program.* Work-study programs will be administered by the local educational agency and will be made reasonably available (to the extent of available funds) to all qualified youths in the area served by such agency.

*10.22 Eligible Students.* Employment under work-study programs will be furnished only to a student who:

(a) Has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for educational programs

(b) Is in need of the earnings from such employment to commence or continue his vocational education program

(c) Is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment

(d) Is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his school program while employed under the work-study program

*10.23 Limitations on Hours and Compensation.* No student will be employed more than 15 hours in any week during which classes in which he is enrolled are in session. Further, he is not to receive compensation in excess of $45 per month or $350 per academic year or its equivalent unless the student is attending a school which is not within reasonable commuting distance from his house. In that case his compensation may not exceed $60 per month or $500 per academic year or its equivalent. The compensation limits of $45 per month and $350 per year, or $60 per month and $500 per year, pertain to the regular academic year.

Accordingly, there are no limitations on the amount of compensation an eligible student can earn during the summer, and such earnings do not affect the amount of compensation allowable during the academic year. A student still would be limited, however, to 15 hours of employment per week while attending class on a full-time basis.

*10.24 Employment for Public Agency or Institution.* Employment under work-study programs will be by the local educational agency or by some other public agency or institution (federal, state, or local) pursuant to a written arrangement between the local educational agency and the other agency or institution. Work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances when employment under the work-study programs is by a federal agency or institution, the written arrangement between the local educational agency and the federal agency or institution will stipulate that students so employed are not federal employees for any purpose.

*10.25 Maintenance of Effort.* In each fiscal year during which a work-study program remains in effect, the local educational agency will expend for employment of its students an amount in state or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding the fiscal year in which the work-study program was approved.

**10.3 Funds for State Plan Development and Administration**

The amount of federal funds used to pay the cost of developing the provisions in this state plan that are applicable to work-study programs and the cost of administering such provisions after their approval by the U.S. Commissioner of Education shall not exceed 1 percent of California's allotment

under Part H of the act, or $10,000, whichever is greater.

## 11.0 Regional Occupational Centers and Regional Occupational Programs

In addition to the provisions in sections 1.0 and 3.0 of this part of the state plan, the following special provisions shall apply to regional occupational centers and regional occupational programs.

### 11.1 Definitions

(a) *Regional Occupational Center.* The regional occupational center is a vocational or technical training program established and maintained pursuant to Chapter 14 (commencing with Section 7450) of Division 6 of the Education Code, in a separate, identifiable facility.

(b) *Regional Occupational Program.* The regional occupational program is a vocational or technical training program which meets the criteria and standards of instructional programs in regional occupational centers and which is conducted in a variety of physical facilities not necessarily situated in a single plant or site.

### 11.2 Intent

It is the intent of regional occupational centers and regional occupational programs to provide a means whereby vocational, technical, and occupational educational opportunities can be extended through a wider variety of specialized courses to serve a larger number of students than can be provided adequately, efficiently, and economically by a single district. It is a further intent to provide high school students and graduates and out-of-school youth and adults, regardless of the geographical location of their residence in a county or participating region, with the opportunity to enroll in a vocational or technical training program. Courses in the total curriculum must be established in a place or places readily accessible to students residing within a participating region or county who are qualified to attend. It is the intent that regional occupational centers and programs will provide a broad curriculum in technical subjects to be offered, avoid unnecessary duplication of courses and of expensive training equipment, and provide a flexibility in operation which will facilitate rapid program adjustments and meet changing training needs as they arise, pursuant to Division 6, Chapter 14, Section 7450 of the Education Code. (In addition, reasonable consideration must be given to the scheduling and transporting of these students.)

### 11.3 Instructional Program

Any regional occupational center or regional occupational program must provide vocational and occupational instruction directly related to the attainment of a specific skill that will make the trainee technically equipped to be immediately employable in that skill upon completion of the training program. The curriculum of a regional occupational center or regional occupational program shall include skill training in occupational fields having current and future needs for such training as indicated by a job-market survey conducted pursuant to Section 7451.1 of Division 6 of the Education Code.

### 11.4 Counseling and Guidance

A regional occupational center or regional occupational program shall provide individual vocational counseling and guidance directly supportive of and contributory to the instructional programs that comprise the regional occupational center or regional occupational program pursuant to Division 6, Chapter 14, Section 7451.2 of the Education Code and Division 11, Chapter 9, Section 11509 of the California Administrative Code, Title 5, Education.

### 11.5 Evaluation

Each regional occupational center or regional occupational program shall submit to the Department of Education in such detail, at such time, and in such manner as the Department of Education deems necessary, an evaluation of the regional occupational center or regional occupational program pursuant to Division 6, Chapter 14, Section 7463 of the Education Code and Division 11, Chapter 9, Section 11510 of the California Administrative Code, Title 5, Education. This evaluation shall include the following information:

(a) Analysis of the cost of individual centers and programs

(b) Enrollment defined in terms of high school students, post-high school students, and adults

(c) Number of graduates and trainees for specific entry-level occupations as opposed to higher-level-entry occupations

(d) Dropout rates and placement data

### 11.6 Submittal of Applications

Applications for the approval of the establishment of a regional occupational center or regional occupational program will be submitted to the State Board staff.

**11.7 Review of Applications**

Applications from county superintendents or the governing boards of school districts which have been approved by the county superintendent will be reviewed by the State Board staff.

The applications will be evaluated on the basis of (1) compliance with the provisions of Division 6, Chapter 14, sections 7450-7464 of the Education Code; (2) Division 11, Chapter 9, sections 11500-11511 of the California Administrative Code, Title 5, Education; and (3) the following criteria:

(a) Adequacy of administrative organization of the regional occupational center or regional occupational program

(b) Establishment of the proposed courses of instruction based on the job-market survey

(c) Proposed training program available to all qualified students who reside in the area served by the regional occupational center or regional occupational program

(d) Proposed curriculum designed for skill training that will make the trainee technically equipped to be immediately employable upon completion of the training program

(e) Vocational guidance and counseling provided by the regional occupational center or regional occupational program

(f) Provision made for evaluating the regional occupational center or regional occupational program

**11.8 Action on Applications**

Following staff evaluation, recommendations will be made to the State Board for approval, disapproval, or deferral. Upon action by the State Board, the applicant will be notified in writing concerning the disposition of the application. Should the applicant be dissatisfied with the decision, an appeal may be made to the State Board pursuant to Division 6, Chapter 14, Section 7451 of the Education Code and Division 11, Chapter 9, Section 11505 of the California Administrative Code, Title 5, Education.

**11.9 Course Approval**

The curriculum provided by a regional occupational program or regional occupational center shall be subject to the approval of the State Department of Education and shall comply with all requirements and standards set forth in the California State Plan for Vocational Education. (Division 11, Chapter 9, Section 11507, California Administrative Code, Title 5, Education.)

**11.10 Criteria for Course Approval**

The following criteria shall be complied with for determining the appropriateness of courses for regional occupational centers and regional occupational programs (Division 11, Chapter 9, Section 11508, California Administrative Code, Title 5, Education):

(a) Opportunity for enrollment shall be available to eligible students in the region served.

(b) Enrollment in the course shall include students from two or more school units.

(c) The course does not unnecessarily duplicate course offerings already available in the region served.

(d) The course does not unnecessarily duplicate vocational education opportunities offered by community colleges serving the same geographical region.

(e) The course provides vocational education opportunities for a greater number of students than would otherwise be possible.

(f) There is evidence that more efficient and effective use is made of both facilities and personnel than when such course is provided for the students of a single school unit.

(g) Opportunity is increased for vocational education services to students regardless of the geographical location of their residence in the region served.

(h) Use of supportive resources for vocational education including, but not limited to, industry cooperation, advisory committees, and community facilities, is increased beyond that available to a single school unit.

(i) The course shall not unnecessarily reduce or supplant the vocational education efforts of any participating district but shall become an extension or augmentation of vocational education opportunities and enrollments in the participating districts.

**11.11 Allocation of Part B funds to Regional Occupational Centers and Regional Occupational Programs**

(a) Regional occupational centers or programs operated by county offices of education which generate a.d.a. will annually report to the Superintendent of Public Instruction the proportionate amount of a.d.a. for each participating district so that this amount of vocational a.d.a. will be included in each district's entitlement

calculation. Each district may give consideration to reallocating such augmentation to the respective regional occupational program or center.

(b) Since the regional occupational centers and programs, other than those operated by county offices of education, generate additional a.d.a. in the participating secondary districts and in so doing increase the vocational education entitlement for such participating districts, the State Board of Education informs such affected districts that they may give consideration to reallocating such attributable augmentation to the respective regional occupational center or program.

# Appendix

## GLOSSARY

*Act.* The Vocational Education Act of 1963, as amended by the Vocational Amendments of 1968, Public Law 90-576.

*Adult vocational education.* Vocational education which is designed to provide training or retraining to assure stability or advancement in employment of persons who have already entered the labor market and who are either employed or are seeking employment.

*Ancillary services and activities.* Services and activities necessary to assure quality in vocational education. Such services and activities may include: (1) state administration and leadership; (2) administration and supervision of vocational education programs; (3) evaluation of programs; (4) training of teachers and other program personnel; (5) special demonstration and experimental programs; (6) development of curricula and instructional materials; and (7) research related to any of the stated services and activities.

*Area planning.* A statutorial responsibility and function assigned to each area vocational planning committee by law for the purpose of developing and maintaining a master plan for vocational education in a vocational area.

*Area vocational education school.* One of the following may apply:

(1) A specialized high school used exclusively or principally to provide vocational education to persons who are available for full-time study in preparation for entering the labor market; or

(2) The department of a high school used exclusively or principally to provide vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market; or

(3) A technical or vocational school used exclusively or principally to provide vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market; or

(4) The department or division of a junior college, community college, or university which provides vocational education in no less than five different occupational fields, under the supervision of the State Board, leading to immediate employment but not necessarily leading to a baccalaureate degree, if it is available to all residents of the state or an area of the state designated and approved by the State Board, and if, in the case of a school, department, or division described herein, it admits as regular students both persons who have completed high school and persons who have left high school.

*Career education.* Career education is a comprehensive educational thrust that affects instruction at all grade levels and in all subject-matter disciplines. Career education seeks to blend the development of academic skills, leisure skills, and vocational skills. As expressed in the previously listed goals, career education is designed to (1) infuse concepts of career development and preparation into all the disciplines and educational experiences for all learners at all levels, and (2) provide each student with a coordinated educational experience consisting of career awareness, career exploration, career preparation, career guidance, and placement.

*Comprehensive Employment and Training Act of 1973 (P.L. 93-203).* Includes provisions for "Supplemental Vocational Education Assistance" under Title I, Section 112.

*Construction.* Includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, as well as site grading and improvement and architect fees.

*Cooperative vocational education program.* A combination work and study program of vocational education designed for persons who, through an arrangement made between the school and employer(s), receive instruction in required academic courses and related vocational instruction by study in school and on a job in an occupational field related to the student's occupational objective. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance are to be flexible and may be scheduled either on alternate half-days, full days, weeks, or other periods of time in order to fulfill the requirements of the cooperative vocational education work-study program.

*Disadvantaged persons.* Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs, related services, or both in order for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but it does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

*Exemplary program.* An approach to vocational education which indicates substantial promise of improving or extending the occupational learning opportunities for youth and adults. The determination of an exemplary program may be satisfied by the following conditions: (1) an identifiable problem exists; (2) the problem has relevance to a significant number of other schools; (3) there is substantial evidence that the approach will solve the problem; (4) the approach is relatively unknown; (5) the variables are controlled in such manner that the results can be accurately determined; and (6) the approach can be readily applied to the regular vocational education program.

The initial purpose is to develop and conduct programs that apply new and better approaches to solving problems of vocational education. The ultimate purpose is to incorporate successful approaches into regular vocational education programs.

*Gainful employment.* Employment in a recognized occupation for which persons normally receive in cash or in kind a wage, salary, fee, or profit; includes employment in sheltered workshops for handicapped persons.

*Handicapped persons.* Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, or other health-impaired persons who by reason of their condition cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance or who require a modified vocational or consumer and homemaking education program.

*Local educational agency.* A school district governing board or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, school district, or political subdivision, or any other public educational institution or agency having administrative control and direction of a vocational education program.

*Nonprofit.* As applied to any school, agency, organization, or institution, no part of the net earnings of the establishment inures, or may lawfully inure, to the benefit of any private shareholder or individual.

*Occupational field.* A group of recognized occupations having substantial similarities common to all occupations in the group, in that there is similarity in the: (1) work performed; (2) abilities and knowledge required of the worker for successful job performance; (3) tools, machines, instruments, and other equipment used; and (4) basic materials worked on or with.

*Postsecondary vocational education.* A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. Such education may be provided in schools or institutions, such as business or trade schools, technical institutions, or other technical or vocational schools; and departments of colleges and universities, junior or community colleges, and other schools offering vocational education, particularly technical education, beyond grade twelve. The term shall not be limited to vocational education at the level beyond grade twelve if the vocational education needs of the persons to be served, particularly high school dropouts, require vocational education at a lower grade level.

*Private vocational training institution.* A business or trade school, a technical institution, or a vocational school which: (1) admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by such institution; (2) is legally authorized to provide, and does provide, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations; and (3) has been in existence for two years or has been specially accredited by the U.S. Commissioner of Education as an institution meeting the other requirements of this subsection or has been approved by the Bureau of Readjustment Education, California State Department of Education.

*Research in vocational education.* Research that shows evidence of contributing to the improvement of progress of the occupational preparation efforts by the public schools. Among the essential elements of this type of research are the following: (1) *action research,* which is practical problem solving, usually in a classroom or laboratory setting; (2) *applied research,* which encompasses field testing and focuses primarily on the direct application of research results; and (3) *pure research,* which is theoretical research that emphasizes control and precision.

*Research training.* The training of those persons who use research findings and those who conduct, or who may conduct, research projects. Research training shall include, but is not limited to: (1) research design; (2) systems analysis and planning procedures; (3) evaluation techniques; (4) basic statistical skills; and (5) dissemination skills.

*School facilities.* The facilities of an area vocational education school, which includes:

(1) Instructional and auxiliary rooms and space necessary to operate a program of vocational instruction at normal capacity (in accordance with this state plan and the laws and customs of the state), such as classrooms, libraries, laboratories, workshops, cafeterias, office space, and utility space. This would not include facilities intended primarily for events for which admission is to be charged to the public, such as a single-purpose auditorium, indoor arenas, or outdoor stadiums.

(2) Initial equipment of the school facilities described in the preceding item, such as all necessary building fixtures and utilities, furnishings (including conventional classroom and office furniture), and instructional equipment.

(a) In connection with the erection of new or the expansion of existing facilities, initial equipment shall comprise only that equipment which must be placed in the proposed facility to accommodate the type of instruction or other vocational education purpose(s) for which the facility is designed.

(b) In connection with the acquisition, remodeling, and alteration of existing facilities, initial equipment also may include equipment installed to replace obsolete or worn-out equipment.

Any reimbursement for salvage or trade-in value of any such equipment is to be included in the construction costs of a proposed project.

(3) Interests, whether in fee, leasehold, or otherwise, in land on which such facilities are to be constructed.

*Vocational education.* "Vocational training" means training or retraining which is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations, but excluding any program to prepare individuals for employment which the Commissioner determines, and specifies by regulation, to be generally considered professional which requires a baccalaureate or higher degree. Such term includes guidance and counseling (either individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations to which the students are in training, or instruction necessary for students to benefit from such training; the training of persons engaged at, or preparing to become, instructors in a vocational training program; travel of students and vocational training personnel while engaged in a training program; and the acquisition, maintenance, and repair of instructional supplies, aids, and equipment; but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land.

*Vocational planning area.* A geographical region of the state with boundaries determined, insofar as possible, along job-market lines. The purpose of the vocational planning area is to provide for the development and maintenance of area-wide vocational education master plans.

## LEGAL CITATIONS: SELECTED SECTIONS FROM THE EDUCATION CODE

**Definition of Educationally Handicapped Pupils**

6750. As used in this chapter, "educationally handicapped pupils" are pupils under the age of 21 years who, by reason of marked learning or behavior disorders, or both, cannot benefit from the regular educational program, and who, as a result thereof, require the special education programs authorized by this chapter. Such learning or behavior disorders shall be associated with a neurological handicap or emotional disturbance and shall not be attributable to mental retardation.

**Authority to Make Special Provisions; "Physically Handicapped Pupil" Defined**

6801. Subject to the provisions of this article and Section 894, the governing board of any school district may make such special provisions as in its judgment may be necessary for the education of physically handicapped pupils. "Physically handicapped pupil," as used in this article means a physically defective or handicapped person under the age of 21 years who is in need of education.

**Pupils Considered Physically Handicapped**

6802. Any pupil who, by reason of a physical impairment, cannot receive the full benefit of ordinary education facilities, shall be considered a physically handicapped individual for the purposes of this chapter. Such pupils include the following, as defined by the State Board of Education:

(a) The deaf or hard of hearing.
(b) The blind or partially seeing.
(c) Orthopedic or health impaired.
(d) The aphasic.
(e) The speech handicapped.
(f) Other pupils with physical illnesses or physical conditions which make attendance in regular day classes impossible or inadvisable.
(g) Pupils with physical impairments so severe as to require instruction in remedial physical education.
(h) Multihandicapped.

**Definition of Mentally Retarded Pupils**

6901. "Mentally retarded pupils" means all pupils under the age of 21 years who because of retarded intellectual development as determined by individual psychological examination are incapable of being educated efficiently and profitably through ordinary classroom instruction.

**Required Education of Certain Mentally Retarded Pupils; Annual Report**

6902. The education of mentally retarded pupils who are of compulsory school age and who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted shall be provided all eligible pupils in the manner set forth in Sections 6901 to 6913, inclusive, and in Sections 895 to 895.10, inclusive. Such special education may be provided to mentally retarded pupils who are between five years nine months and six years of age and those above compulsory school age and less than 21 years of age.

An annual report shall be made by each school district or county superintendent of schools to the Department of Education indicating the number of eligible pupils for whom no such special education is provided and the reason therefor.

**Terms and Conditions of Agreement for Construction of Building; Provisions for Bids and Bidding**

15706. The governing board of any school district may enter into an agreement with any person, firm, or corporation under which such person, firm, or corporation shall construct, or provide for the construction of, a building to be used by the district upon a designated site and lease such building and site to the district. Such instrument shall provide that the title to such building and site shall vest in the district at the expiration of such lease, and may provide the means or method by which the title to the building and site shall vest in the district prior to the expiration of such lease, and shall contain such other terms and conditions as the governing board of the district deems to be in the best interest of the district.

The agreement entered into shall be with the lowest responsible bidder who shall give such security as the board requires. The board may reject all bids. For the purpose of securing bids the board shall publish at least once a week for two weeks in some newspaper of general circulation published in the district, or if there is no such paper, then in some paper of general circulation circulated in the county, a notice calling for bids, stating the proposed terms of the agreement and the time and place where bids will be opened.

**Resolution of Governing Board Declaring Intention to Enter Into Lease or Agreement; Opening and Accepting Bids**

15712. After the governing board of a school district has complied with Section 15702, it shall, in a regular open meeting, adopt a resolution declaring its intention to enter into a lease or agreement pursuant to this article (commencing at Section 15701). The resolution shall describe, in such manner as to identify it, the available site upon which the building to be used by the district shall be constructed, shall generally describe the building to be constructed and state that the building shall be constructed pursuant to the plans and specifications adopted by the governing board therefor, shall, if such is the case, state the minimum yearly rental at which the governing board will lease real property belonging to the district upon which the building is to be constructed, and shall state the maximum number of years for which the school district will lease the building or site and building, as the case may be, and shall state that the proposals submitted therefor shall designate the amount of rental, which shall be annual, semiannual, or monthly, to be paid by the school district for the use of the building, or building and site, as the case may be. The resolution shall fix a time, not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to enter such a lease or agreement with the school district will be received from any person, firm, or corporation, and considered by the governing board. Notice thereof shall be given in the manner provided in Section 16058.

At the time and place fixed in the resolution for the meeting of the governing body, all sealed proposals which have been received shall, in public session, be opened, examined, and declared by the board. Of the proposals submitted which conform to all terms and conditions specified in the resolution of intention to enter a lease or agreement and which are made by responsible bidders, the proposal which calls for the lowest rental shall be finally accepted, or the board shall reject all bids. The board is not required to accept a proposal, or else reject all bids, on the same day as that in which the proposals are opened.

**Definitions**

18060.2. As used in Section 18060, "blind" includes partially seeing, "deaf" includes hard of hearing, and "special day classes" includes integrated programs of instruction for physically handicapped children including those handicapped in vision or hearing where the services of a qualified special teacher are provided.

An integrated program of instruction for physically handicapped children including those handicapped in vision or hearing shall be defined as any program in which such physically handicapped children receive their education in regular classrooms from regular classroom teachers,

but receive, in addition, supplementary teaching services of a full-time special teacher, possessing a valid credential to teach exceptional children of the type enrolled in the program. Such supplementary teaching services of a full-time special teacher, possessing a valid credential to teach exceptional children of the type enrolled in the program. Such supplementary teaching services may include instruction in the appropriate tool skills, the provision of special materials and use of appropriate special equipment, and counseling and guidance necessary to enable physically handicapped children and those handicapped in vision and hearing to benefit fully from their instruction.

As used in this section, physically handicapped children means those physically handicapped children who are deemed eligible for special class placement as defined by the State Board of Education.

# AGREEMENT BETWEEN THE DEPARTMENTS OF EDUCATION AND EMPLOYMENT DEVELOPMENT WITH RESPECT TO THE IMPLEMENTATION OF PUBLIC LAW 90-576

**Background and Purpose**

The Vocational Education Amendments of 1968 (P.L. 90-576) has as its main purpose the development of vocational education training and retraining for persons of all ages and all communities. An essential requisite of such training and retraining is that, to be effective, it must have gainful employment as its actual objective.

P.L. 90-576 specifically provides for the financing of studies and projections of manpower needs on a national, regional, state, and local level to permit effective gearing of training and retraining to an objective of gainful employment. To further assist in meeting this objective of gainful employment, P.L. 90-576 calls for increased cooperation between the Employment Service and Vocational Education officials. It is the intent of this agreement to implement the specific purposes of P.L. 90-576.

**I. Labor Market and Occupational Information**

Occupational information is needed as part of the content of general education of all students, beginning in the elementary schools. This permits learning values, attitudes, and general knowledge of the world of work, appropriate to the age of the learner, and helps build a foundation for later vocational exploration and preparation. Occupational information is also needed to serve as a basis for the selection and development of vocational training programs and courses in secondary schools. Finally, occupational information is needed in the guidance and counseling program for use in both group guidance and individual counseling, and in the school library.

A. *Joint Responsibilities*

It shall be the joint responsibility of the California Department of Education, Vocational Education Support Unit (hereinafter referred to as Vocational Education) and the Employment Development Department (hereinafter referred to as EDD) to:

1. Encourage local districts and areas to formulate plans for meeting vocational education needs, particularly for those areas which are economically depressed areas or with high rates of unemployment and/or student dropouts.
2. Identify the needs for labor market and occupational information essential for program plans for vocational guidance and education in the state.

B. *Vocational Education Responsibilities*

It shall be the responsibility of Vocational Education to:

1. Identify and select through consultation with EDD, no less than annually, those districts or areas where occupational information is most important to the functioning of the Vocational Education process.
2. Annually request in writing, to EDD, that funding be requested from the Secretary of Labor for labor market and occupational studies in those areas of the state selected by Vocational Education, to the maximum extent that funds are currently available under the provisions of Section 103 (a)(1). This request shall cover the personnel and other costs of developing and revising the Occupational Guide Series. It shall also include such costs for other kinds of occupational information desired by Vocational Education and for the types of literature which should be produced as by-products of occupational studies.

C. *EDD Responsibilities*

It shall be the responsibility of EDD to:

1. Pursuant to the request of Vocational Education, request funding from the Secretary of Labor, consistent with the amount of funds known or anticipated to be available for occupational and labor market studies in California.
2. Upon being funded, conduct new or additional studies of manpower needs in the districts or areas specified by Vocational Education. These studies shall be conducted in a manner and detail which will give maximum assistance to the development of occupational training. As requested by Vocational Education, occupational training literature (such as Occupational Guides) shall be produced as by-products of such studies. In this connection, EDD will provide any or all of the following, as requested by Vocational Education:
   a. *Information of current occupations.* Local labor market information on job opportunities for men and women in occupations is of highest priority. Information on entry-level jobs for youth who have no more than a high school education, or who are dropouts, including data on minimum abilities required by employers, constitutes a special need. Predictions of job opportunities are needed for short range (up to five [5] years) and long range (up to ten [10] years).
   b. *Information on new and changing occupations.* Information is needed on new types of occupations that will be available in five (5) years and ten (10) years, and information on occupations and jobs that will change significantly in five (5) years and ten (10) years.
   c. *Information about educational training and requirements.* Information is needed about training necessary for professional, technical, highly skilled, and semi-skilled jobs. Information of this kind should be related to academic, technical, and personal qualifications.
   d. *Information on occupations and families of occupations requiring similar patterns of abilities and interests.* Information is needed that relates occupational characteristics to personal characteristics and that expedites mobility of workers, horizontally and vertically, as conditions change.
   e. *Information on long-term trends in major occupations and industries.* Projections of industrial and business growth should be given by regions or areas, giving consideration to taxes, availability of workers, land values, transportation, and other factors that attract or repel business.
   f. *Information identifying specific occupations that will employ large numbers of workers, male and female, in the future.* Information is needed on major occupations in terms of numbers employed in each in the next five (5) or ten (10) years and the percentage of the work force estimated to be employed in each.

**II. Vocational Guidance and Job Placement**

It is agreed that the most feasible method of implementing cooperative arrangements with respect to vocational guidance and job placement is the need to work toward the establishment of joint liaison committees at the state and local levels. When established, these committees should meet on a scheduled basis to provide a continuous discussion of the information available in the agencies and the actions necessary to implement the provisions of P.L. 90-576. These committees should concern themselves with the total EDD-school relationship and program. Where local and state committees have been formed, membership from signator agencies shall include: EDD representatives such as the State Youth Supervisor, State Job Market and Occupational Analysts, and other appropriate staff and school representatives responsible for pupil-personnel services, vocational education, and general school administration.

The activities of these committees shall be closely coordinated with state and local CETA prime sponsors.

**III. Duration of Agreement**

This agreement continues the long-existing, effective, and harmonious working relationships between EDD and the public vocational education services in California. It is intended to meet the specific requirements of Section 123 (a)(8) of P.L. 90-576.

All other agreements dated and undated are considered voided by this agreement, which becomes binding upon the date signed.

For the Department of Education and the State Board of Education:

Signed: Wilson Riles

Superintendent of Public Instruction, Director of Education, and executive secretary, State Board of Education

For the Employment Development Department:

Signed: James D. Torrey Jr.

Director of Employment Development Department

For the Board of Governors of the California Community Colleges:

Signed: S. W. Brosman

Chancellor and the executive officer, Board of Governors of the California Community Colleges

Date Signed: 5/28/75

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

Vocational Education Support Unit

## Statement of Understanding Between the Vocational Education Support Unit and the Special Education Support Unit

**Background**

The Vocational Education Act of 1968 (P.L. 90-576) has as one of its purposes the development of vocational training and retraining programs for handicapped persons.

To insure that such training is realistic with respect to the special needs of handicapped persons, the Act requires that state leadership in special education services and vocational education services enter into cooperative planning and program implementation arrangements.

**Purpose**

The purpose of this statement of understanding is to assure continued and augmented cooperation between the staffs of the Special Education Support Unit and the Vocational Education Support Unit of the State Department of Education in such actions as the following:

1. The joint development of provisions in the State Plan for the vocational education of handicapped persons in California
2. The joint review of those applications for funds for programs of projects providing benefits to handicapped persons.
3. The joint development of appropriate programs and project activities to meet the vocational education needs of the handicapped.
4. The joint development of appropriate inservice training of teachers for the handicapped and of vocational education teachers working with the handicapped.
5. To provide for intradepartment and interdepartment communication to facilitate program evaluation.

This statement of understanding is intended to formalize and recognize the working relationship that has long existed between these two services within the California State Department of Education.

For the Vocational Education Support Unit:

Signed: Samuel L. Barrett

State Director of
Vocational Education

For the Special Education Support Unit:

Signed: Leslie Brinegar

Manager, Special Education
Support Unit

## STATE OF CALIFORNIA

### Statement of Understanding Between the State Board of Education, the Board of Governors of the California Community Colleges, and the Department of Rehabilitation

**Background**

The Vocational Education Act of 1968 (P.L. 90-576) has as one of its purposes the development of vocational training and retraining programs for handicapped persons.

To insure that such training is realistic with respect to the special needs of handicapped persons, the Act requires that state leadership in special education services and vocational education services enter into cooperative arrangements.

**Purpose**

The purpose of this statement of understanding is to assure continued and augmented cooperation between the Department of Rehabilitation staff, the State Board staff, and the Board of Governors staff in such actions as the following:

1. The development of provisions in the State Plan for the vocational education of handicapped persons in California.
2. The review of applications for funds for programs or projects providing benefits to handicapped persons.
3. The development of appropriate programs and project activities to meet the vocational education needs of the handicapped.
4. The development of appropriate inservice training of teachers for the handicapped.
5. To provide for interdepartment communication to facilitate program evaluation.

This statement of understanding is intended to formalize the working relationship between these state agencies.

For the Department of Education and the State Board of Education:

Signed: Wilson Riles

Superintendent of Public Instruction, Director of Education, and executive secretary, State Board of Education

For the Department of Rehabilitation:

Signed: Gary Tavorne

Acting Director, Department of Rehabilitation

For the Board of Governors of the California Community Colleges:

Signed: I. W. Braxman

Chancellor and the executive officer, Board of Governors of the California Community Colleges



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